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ABSTRACT

The Technical Assistance Base (TAB) was established to provide the National Diffusion Network (NDN), a nationwide federal effort at school improvement, with the technical support needed to help NDN members strengthen their knowledge and capacities. This document reports on TAB's accomplishments over its first three years. Section one gives an overview of NDN, briefly reviews the literature on technical assistance, and recounts the historical background and early evolution of TAB. Section two discusses TAB's objectives, assumptions, organizational structure, and procedures. TAB's achievements are described in section three, including the topics on which technical assistance was given, the number and types of clients served, the workshops and other modes used to deliver TAB services, and the level of client satisfaction with TAB. Section three also gives detailed lists of TAB workshops and group sessions and discusses TAB's emphasis on evaluation, leadership, rural schools, coordination with higher education, computer utilization, and career education. Section four offers a brief summary of the preceding three sections. Appended to the report are TAB activity report forms, a task analysis outline, and TAB needs assessment surveys. (Author/RW)

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NDN TAB

Technical Assistance Base of the National Diffusion Network

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THE TECHNICAL ASSISTANCE BASE OF THE NATIONAL DIFFUSION NETWORK

FINAL PROJECT REPORT

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November, 1980

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PREFACE

On October 1, 1977, the Technical Assistance Base (TAB) of the National Diffusion Network (NDN) was funded to provide a wide array of services to NDN Developer/Demonstrators (D/Ds) and State Facilitators (SFs) to support their work with school districts across the country. Over the three years of the project, many changes took place in TAB as it evolved into a highly responsive technical assistance effort across the NDN. What was most important about these changes was that they were influenced by the people TAB had been created to serve--by the SFs and D/Ds who participated in TAB-sponsored workshops, sharing sessions, forums, and planning meetings.

The purpose of this report is to provide the Department of Education, as well as members of the NDN, with a profile of TAB's evolution and accomplishments over the three years of the project. The report is organized into four sections as described below:

SECTION I: BACKGROUND INFORMATION

This section provides an overview of the National Diffusion Network as a nationwide school improvement effort, a brief review of the literature on technical assistance, the historical context of technical assistance within the NDN, and a brief background of TAB's early evolution as a technical assistance system.

SECTION II: THE TAB APPROACH

This section describes the project's objectives as well as the assumptions which guided the organization and delivery of technical assistance services in the TAB system. The collaborative structure of the project is described as well as the procedures which characterized the various phases of technical assistance activity.

SECTION III: TAB'S ACCOMPLISHMENTS

This section, organized according to key questions, provides an account of TAB's accomplishments over the three-year funding period. Four areas are examined: a) the areas in which technical assistance was provided; b) the number and types of clients served; c) the different modes of delivery used in providing services; and d) client satisfaction with services. This section also provides a detailed list of the workshops and group sessions sponsored by TAB during the contract period, and a description of major system thrusts.

SECTION IV: REPORT SUMMARY

This final section summarizes the information detailed in Sections I, II, and III.

SECTION I

BACKGROUND INFORMATION

- THE NATIONAL DIFFUSION NETWORK
- TECHNICAL ASSISTANCE: WHAT THE LITERATURE TELLS US
- TECHNICAL ASSISTANCE AND THE NDN
- THE TECHNICAL ASSISTANCE BASE--ITS EARLY EVOLUTION

THE NATIONAL DIFFUSION NETWORK (NDN)

Federal acknowledgement of the magnitude and complexity of modern school improvement needs led to the passage of the Elementary and Secondary Education Act of 1965. Through this act, billions of federal dollars became available for the first time to support the development, improvement, and dissemination of educational programs. Eligible recipients of these funds included educators in both the public and non-profit sectors, at the elementary and secondary levels, in state departments, and in other educational institutions and organizations.

Massive federal investment in educational change led quite naturally to a concern for making effective programs and products available for more widespread use in the education community. Equally concerned with ensuring the quality of programs and products to be disseminated, the Office of Education (OE) established the Dissemination Review Panel (DRP) in 1973, which by 1975 included representatives from the National Institute of Education (NIE) and is now known as the Joint Dissemination Review Panel (JDRP). Today, the JDRP is responsible for assessing and certifying the effectiveness of educational programs and projects that claim to produce significant improvement in the students and/or schools they serve.

During the 1970s it became increasingly apparent that information alone about exemplary practices was not sufficient to induce growth and change in educational organizations. This realization led to the emergence of dissemination and utilization (D&U) networks that began to attract considerable attention as potentially powerful vehicles for organizing the transfer of effective innovations among local education agencies (LEAs).

These networks were characterized by the spread of products and practices, the professional development of educational practitioners, the building of local self-renewal capacities, and the improvement of communication among the diverse groups and agencies that comprise the educational system.

The most notable of these D&U networks was the National Diffusion Network (NDN). Established in 1974 with Title III, Section 306 monies, the NDN was designed as a nationwide system to help local school districts find out about and adopt JDRP-approved projects. Its purpose was not to impose change, but to make programs and products easily available for consideration by public and private schools. Essentially, it allowed some of the best locally developed programs in the nation to be shared across state lines.

As the NDN evolved into a highly effective delivery system for school improvement, it became clear that it was characterized by certain underlying assumptions:

--active promotion of JDRP-validated innovations as prerequisite to widespread adoptions;

--"demonstration" as a necessary component of developing adopter interest in transferring knowledge;

--adoption as a highly interactive, personalized process;

--emphasis on local choice through a match between local need and the wide array of available programs;

--adaptation (while retaining essential program elements) as a necessary component of developing local commitment and ownership;

- --materials and technical support to sustain adoptions;
- --minimal "red tape" for local districts to become involved in school improvement; and
- --nationwide delivery, accountability, and quality control.

State Facilitators (SFs) and Developer/Demonstrators (D/Ds) are the key actors in the NDN who bring these characteristics to life. Located in each state and knowledgeable of local needs, SFs make schools aware of available JDRP-approved programs and help them select those that best address their program improvement objectives. To accomplish their mission, SFs must possess a wide range of "linker" skills to facilitate needs assessment, program selection, and replication.

D/Ds support the matching process by providing information, training, materials,and advice to LEAs interested in adopting their programs. D/D services also include follow-up and trouble-shooting assistance both during and after program installations. It is particularly significant that D/Ds work with schools on a peer level--educator to educator, teacher to teacher. This reduces to an essential degree, the communication breakdowns that often occur during the program installation process. D/Ds must possess an array of skills to effectively package and communicate their programs' key elements to train LEA staff; they must also have a thorough understanding of the monitoring and support processes needed to sustain successful program installations at the local level.

The 1977 study of the NDN substantiated the Network's effectiveness in stimulating large-scale school improvement nationwide. The study indicated that meaningful change occurs as a process, not as an event, and that directed personal intervention is by far the most potent technical support resource for (and possibly a necessary precondition of) directed change. The study also found that opportunities for professional growth were important incentives in the change process, both for using the developers and their staffs and for the teachers using their programs.

Viewing the NDN as a national strategy for school improvement is a necessary orientation for understanding the type of TA system that would help the Network achieve its maximum potential. Since its inception, the NDN had been characterized by its acceptance (and, indeed, encouragement) of a variety of change strategies; by its commitment to personalized intervention; by its support of a broad range of program offerings; by its attention to building relationships with other information and support networks and funding programs; and by its strong support for and encouragement of field-based change efforts. In addition, the actual experiences of D/Ds and SFs over the past half decade told us a lot about the kinds of approaches that make the change process work--these experiences provided clues for identifying the kinds of technical assistance support that would enable them to do their jobs more effectively.

In summary, the nature of a TA system for the NDN had to start with the NDN itself, and with the range of tasks D/Ds and SFs accomplish to make the NDN a successful school improvement program. These elements formed the backdrop for the TA system described in this report.

TECHNICAL ASSISTANCE: WHAT THE LITERATURE TELLS US

Literature findings also provide a useful orientation for viewing the approaches and the accomplishments of the NDN's technical assistance project. Basically, the variety of perspectives which the literature gives to those of us who are involved in TA efforts lends coherence and credibility to our work. In this section, we summarize useful findings that relate to three essential aspects of a TA system: 1) its definition and posture; 2) how it is organized; and 3) its processes.

Definition and Posture

Change is not a discrete phenomenon, but rather a process--a series of planned transactions occurring over time and resulting in certain specified (or unexpected) outcomes. In this vein, technical assistance can be viewed as a dynamic change process that links providers of service with potential users for the purpose of producing positive effects in targeted skill or task areas. Gallagher (1974) defined technical assistance as "help from an outside agency designed to improve the competence of educational service delivery personnel by increasing their management, organizational or program skills, and/or their available information relative to their multiple task of educational service delivery." Technical assistance, then, is specialized help, and the purpose of a technical assistance system is to transfer that specialized help from one place to another (Stedman, 1974).

The posture that a TA system assumes defines the various stances it may take in articulating its services to clients. Harris *et al*. (1979) suggest that the posture of a technical assistance agency can be viewed as points on various continua. Some pertinent continua are reviewed below.

- *Proactive/reactive*--a TA agency may view its primary responsibility as being reactive to client-initiated requests as they are received; on the other end of the continuum, TA service providers may view themselves more proactively and take the initiative in identifying client needs or problems.
- *Advocacy/neutrality*--from a philosophical perspective, TA agencies may choose to act as advocates for the client groups they serve or remain neutral with respect to promoting legitimate client pursuits and/or relationships with the funding agency.
- *Internal/external*--TA agencies may emphasize the use of internal staff to deliver services or depend mainly on external consultants contracted for specific assignments; most TA agencies combine these approaches, given such considerations as budget, staffing, and service needs.
- *Comprehensive/limited services*--the service options offered by a TA agency may address a wide range of client needs or focus on very specific types of service; this orientation is influenced by the funding agency's view of services as well as budget and staffing constraints.
- *Personalized/impersonalized*--TA systems vary in the extent to which they place a high value on interactive TA and building relationships across the client system.

Where a TA agency places itself on each of these continua determines its view of the client, its view of itself, and the parameters of the services it is prepared to offer. The posture of a TA system, thus, significantly influences how a TA system is organized and the processes used to plan and deliver services.

Organizational Perspectives

Structurally, a technical assistance system has unique organizational characteristics. The system's basic purpose is to achieve the transfer of information/skills within the larger system that it serves. It is continually networking among individuals, agencies, organizations, and resources in order to link client populations with various configurations of services and product delivery systems. Thus, a technical assistance system could be viewed as a communications network in that the energies of the system are continually directed toward initiating and maintaining communication around client needs and the strategies that effectively address these needs (Stedman, 1974).

Literature relevant to TA structures is just starting to emerge. Coupled with earlier research on planned change, however, this new knowledge does provide specific insights appropriate to the organizational aspects of technical assistance.

The dynamic nature of technical assistance systems suggests a complex organizational perspective. For such structures to remain purposeful and focused, organizational literature suggests that there must be integration (Ackoff & Emery, 1972); that is, system members must associate with the structural parts of the system, and the parts must relate to the whole (Blau & Scott, 1960). Moreover, the intensely interactive nature of a technical assistance system requires interdependence across system participants. Moore (1977) cites a high degree of interdependence among the membership of six educational technical assistance groups performing a variety of complex tasks where procedures were almost always in the process of development.

Geographic dispersion and the need to expand both influence the organizational approaches of TA systems. Resultant issues are often linked to centralized vs. decentralized organizational concerns and the benefits and problems associated with each. On the centralized side, a program staff located in one place is less costly and allows decision-making, problem-solving, communication, and monitoring of activities to occur through face-to-face discussion without elaborate managerial procedures (Moore, 1977). Accessibility, however, is crucial to fostering change effectively (House, 1974; Louis & Sieber, 1979; Rothman, 1974), and TA systems must, therefore, often expand to serve geographically dispersed sites. For such systems, an organizational approach that combines the efficiency of centralized coordination and administration with the benefits of responsive regional services is highly appropriate and desirable (Lachat & Musumeci, 1979).

A basic consideration in organizing membership within a TA system relates to who delivers the services--the internal staff, or external consultants who are brokered for specific tasks. Stedman (1974) designated these alternatives as "proximal" (internal) and "distal" (external) technical assistance. A proximal design is less costly and ensures more control over the context and quality of the technical assistance that is delivered; however, it is usually less responsive and more restrictive in terms of available competencies. A distal system is more costly and harder to control, but provides a talent bank of competencies that can be quickly accessed in response to a great variety of client needs. Client and staffing characteristics, budget parameters, and the orientation of the funding agency are major considerations influencing the extent to which most TA systems reflect distal/proximal orientations.

Whatever combination of internal/external service structure is used, a TA system must also give attention to the credibility of its leaders and staffing resources. Clients learn most from "influentials" in their field and from people with whom they feel easy rapport (Watson, 1966; Becker, 1970). Havelock (1969), Sieber (1972), Glaser (1973), and Hall & Alford (1976) have all emphasized the importance of the personal qualities of individuals who lead change efforts. Qualities that have been linked to effectiveness include:

competence -	perceived expertise and reliability of professional credentials
autonomy -	degree of self-directedness
reputation -	previous history of success
trustworthiness -	perceived sensitivity to needs and interests of others
openness -	ability to communicate in an open, straightforward and candid manner
compatibility -	social behaviors appropriate to the system

Thus, the credibility of a TA system is enhanced by the personal attributes of its leaders as well as the use of staff and consultants who are valued by the client group. Comprehensive TA systems require strong leaders who create and maintain internal operating units that function in overall harmony with the purpose of the system, who create clear directions and set clear limits, who draw together appropriate staff and resources, and who are regarded as the legitimate interpreters of the system (Lachat & Musumeci, 1979). Moreover, collaboration within TA systems requires individuals who are not experiencing "role overload" in their organization and can give the effort priority status (Gross & Mojkowski, 1979).

Regardless of its overall organization, it is quite clear that the formation of a technical assistance system thrusts upon its membership a complex set of managerial tasks that reflect the pressing and often conflicting demands of multiple constituencies. Decision-making within TA systems occurs at varying levels; consequently, the development of mechanisms for resolving the claims of members for roles in decision-making is critical to effective functioning (Moore, 1977). Given the fact that the previous primary experience of technical assistance staff members may have been in individual, developmental or action-oriented projects, adjustment to these complex managerial tasks is a key determinant of organizational viability in a geographically dispersed TA system. Thus, it is helpful to membership if the distribution of responsibility is recognized and accepted so that productive work can occur and conflicts can be avoided (Strauss, 1969; Miles, 1969).

In summary, the structure of a TA system is heavily influenced by the dynamic and highly interactive nature of the system itself as well as the larger system it serves. Roles are multi-dimensional, functions are interrelated, decision-making must occur at varying levels, and the overall organization must be continually responsive to the changing needs of the client group it serves. Structural considerations in combination with the posture of the TA agency determine patterns of interaction and provide the foundation for the processes that characterize how the TA system operates.

Technical Assistance Processes

When viewing technical assistance as a change process, it is helpful to consider the components or dimensions of this process. Paul (1977) provided a useful framework for describing the actions of change programs by citing three dimensions:

1) *Activities*--energies expended to bring about change (e.g., identifying the concern, diagnosing the need, organizing responses to the need, conveying information, etc.)

2) *Mode*--the means by which activities are conducted (e.g., face-to-face interaction, materials distribution, etc.); and

3) *Frequency*--the number of activities (e.g., daily interactions, monthly transactions, etc.)

Applying these dimensions, the technical assistance change process can be defined as 1) one or more activities conducted through 2) one or more modes of communication and taking place in 3) varying intervals over a period of time. Insights from the literature with respect to their dimensions are described below.

Activities

The activities associated with change efforts have been discussed widely by many investigators. Glaser (1976), in his summary of knowledge utilization research, contends that while there are differences in the terminology of change activities, the similarities are more evident. That is, nearly all begin with a need or a concern (a discrepancy between the ideal and practice); all proceed to a diagnosis or clarification stage; all consider the importance of creating alternative courses of action; all describe an implementation or action phase; and all emphasize a follow-through period. The more effective are also concerned with evaluation, process improvement, and self-renewal.

These parallel activity phases have also emerged in the literature of technical assistance. Moore, Schepers, Holmes and Blair (1977), for example, speak of a regularized process of assessment, delivery, and reassessment in their in-depth analysis of organizations involved in TA efforts at the school/community level. Reynolds (1974) describes a paradigm that integrates three phases of technical assistance activity: planning, delivery, and regular follow-up. The program staff of the Technical Assistance Delivery Systems (TADS) has detailed a systematic technical assistance cycle consisting of a) program planning, b) needs assessment, c) technical assistance agreement, d) delivery, and e)evaluation (Stedman, 1975; Lillie & Black, 1975; Trohanis & Jackson, 1980). TAB itself has posited a five-stage technical assistance process: a) needs sensing, b) needs profiling, c) program delivery design, d) delivery, and e) follow-up (Lachat & Musumeci, 1979). Finally researchers such as Deno (1975), McCarthy (1975), Chalfant (1975), and Johnson (1975) have described similar multi-phased activities for technical assistance systems in special education.

From studies such as these, it is apparent that change activities--including those of a technical assistance agency--follow coherent patterns organized around three strategies:

1) *Predelivery*--needs are assessed and/or sensed, a planning phase clarifies the needs identified, and alternative courses of action are projected, often involving client-agency negotiations, agreements, or contrasts;

2) *Delivery*--services are provided through a variety of delivery mechanisms, either by a "talent bank" of consultants or internal staff; and

3) *Postdelivery*--services are monitored/evaluated to determine satisfaction, worth, and impact; needs are reassessed; and clients are provided with ongoing support in the adoption/adaptation of the skills/techniques learned.

Also apparent from these studies is that the activities are not conducted in isolation, i.e., apart from user needs, concerns, and readiness. Emrick & Peterson (1978), in their synthesis of five key educational dissemination studies, discuss the role of the user or client in light of change activities. They note that as the process of change unfolds, activities will be differentially effective depending upon how they are synchronized with events and concerns within the client system.

This finding is further supported by several other lines of research (Culver & Hoban, 1973; Hall & Rutherford, 1975; Hall & Loucks, 1975). Hall and Loucks' Concerns Based Adoption Model (CBAM) offers particular insights into how activities should be conducted given a client's stage of concerns about an innovation (change). The model established empirically derived levels of concern that are matched with actual levels of innovation usage; the CBAM data indicate that as an innovation is introduced into a school system, clients move from very personal concerns about how the innovation will affect them, through task-oriented concerns, to concerns about the consequences of the innovation. These concerns, in turn, influence how the innovation is subsequently used. The important point is that change activities or interventions can alter the decisions made about continuing the innovation. These decisions can be positively influenced if the assistance activities are timed and keyed to the clients' levels of concern.

The significance of these findings for a technical assistance agency is two-fold. First, from a broad systems perspective, the agency should recognize that each client operates within the confines of a larger system and that s/he will have varying levels of concern about that system. Second, from a dissemination perspective, the technical assistance agency should recognize that it is an innovation in its own right, and, as such, will engender certain overall concerns among clients as to its purpose, role, and function. Moreover, the deliverables of the agency--the "what"of service--can be viewed as innovations that will create a variety of concerns that evolve over time as well. In light of such considerations, it is incumbent upon the technical assistance agency to plan and conduct activities that are consistent and congruent with the current perspectives of clients in terms of their concern with both the larger system and the technical assistance agency itself. But it is also incumbent upon the technical assistance agency to anticipate emerging concerns among clients who have progressed to more advanced levels of use.

Mode

The mode of change refers to the procedures by which activities are carried out and is especially pertinent to the delivery phase of the technical assistance. These procedures encompass at least two dimensions: 1) a face-to-face/materials dimension, which spans the continuum from direct personal intervention involving a two-way dialogue between the change agent and client to a one-way "casting-out" of information via print or other hard media; and, 2) one-to-one/group contact, ranging from intensive individualized consultation to encounters involving several people in a training or workshop setting. Where an agency falls on these dimensions is dependent upon several factors, including the numbers and locations of clients requiring specific technical assistance or information, immediacy of the need, the type of activity being conducted, the message being conveyed, the intended impact, the cost, and the overall posture and structure of the agency.

A review of the technical assistance literature reveals that most TA agencies rely on a variety of delivery mechanisms: Reynolds (1975) describes consultation, training, technical reports, and the use of newsletters as techniques utilized in special education technical assistance systems. Similarly, five mechanisms are identified by Moore et al. (1977) in their study of agencies working with schools and communities: a) structured experiences (e.g., workshops), b) over-the-shoulder assistance, c) modeling, d) materials provision, and e) independent intervention (actually doing the task for a project, e.g., preparing an evaluation design). Moore and his colleagues note that effective technical assistance agencies tend to minimize instances of direct independent intervention since this delivery mode creates dependency on the part of the user. They further indicate that face-to-face assistance is the most effective way to bring about change.

Three broad categories of delivery modes were highlighted by Lillie and

Black (1975): 1) in-field assistance--face-to-face encounters taking place at the project site or during conferences; 2) in-house assistance--telephone consultation, written reviews or critiques, or general activities in which the technical assistance agency does not travel into the field to perform services; and 3) in-print assistance--the provision of material resources, e.g., monographs, annotated bibliographies, brochures, flyers, etc. As was the case with Moore et al., these authors also contend that the most frequently requested and subsequently used delivery mode is face-to-face consultation.

In addition to general forms of on-site consultation, Lundholm (1975) describes two unusual consultative arrangements: 1) site visits--"friendly" evaluations wherein a technical assistance team conducts a program evaluation through constructive consultation forums with the project staff; and 2) project advocates--an informal system of consultation where professional advisors/counselors are assigned to projects and act as sounding boards for staff ideas, generally seeking to promote the legitimate pursuits of the project. Lundholm also lists publications, materials development, and linkages (of the client to another resource system) as alternative delivery modes used by the Leadership Training Institutes in Special Education. Similar multi-dimensional delivery modes are identified by Harris et al. (1979), Lachat & Musumeci (1979), and Mann (1975).

Considering these studies, it is interesting to observe that in no instance has there been a clear delineation of which delivery modes work best under which circumstances (e.g., is an on-site consultation and/or a workshop the best delivery mode for building capacity?). Indeed, recent research suggests that "what is best" may be highly contingent on the client, situation and stage of change (Rosenblum & Louis, 1979; Hood & Cates, 1978). One message is clear, however: direct personal intervention--either individual or group--is necessary to the change process. Not surprisingly, this message finds much support in the general change literature. Emrick & Peterson (1978), in their review of several major educational change efforts, conclude that both face-to-face and telephone contacts produce much stronger consequences than any other approach. It must be pointed out, however, that despite the importance of personal contact, the technical assistance researchers also feel that well-prepared written and audio-visual materials are extremely useful tools. It seems apparent, therefore, that the use of certain technical assistance modes is not an either/or decision between face-to-face or materials usage; rather, a combination of these modes appears to result in productive outcomes.

Frequency

The notion of frequency involves three interrelated questions: how often, how many, and when activities should be conducted. Unfortunately, as Paul (1977) observes, while the question of frequency is important, it has received little attention in the literature on change. Similarly, there has been a dearth of information on this topic in the technical assistance literature although investigators such as Stedman (1975), Trohanis (1975), Deno (1975), Moore *et al*. (1977) and Emrick & Peterson

(1978) have offered certain insights. For example, a review of this research reveals such statements as, "frequent contact between the TA agency and client is important"; "the tempo of the TA staff is critical to successful change"; "a regular cycle of assessment and reassessment is necessary"; "a rapid response or quick turnaround time to a call for help is paramount"; and "an organized program of follow-up services is crucial." The lack of specificity in these statements is seen less as an indictment of the technical assistance research than an indication of the relatively recent development of TA as a change strategy in which frequency factors have not been thoroughly explored.

From the general descriptions of technical assistance frequency provided in the literature cited above, certain specific statements can be made:

1) The successful utilization/implementation of capacity building services requires a sustained program of technical assistance intervention;

2) Short-term or "one-shot" technical assistance services will not produce the type of change required; and

3) The number of technical assistance services provided should be balanced in light of the client's work responsibilities.

Frequency, therefore, is no less important to technical assistance than activities and modes. And, as these other two processes, frequency depends upon the type of activity being conducted, the purpose of the TA services, the cost, and the posture and structure of the technical assistance agency.

In summary, technical assistance processes can be described in terms of three organizing dimensions: activities, mode, and frequency.

Activities cover a broad range of predelivery, delivery, and postdelivery techniques and are conducted with the user in mind. In this regard, the nature of the user-agency interaction is influenced by user concerns about the larger system as well as concerns about the technical assistance agency itself. Most technical assistance agencies rely on multi-dimensional service modes, but the literature has yet to define which delivery modes work best under what circumstances. Frequency of service delivery is also an important dimension of technical assistance but, like mode, has not been extensively explored in the literature. Finally, all of the dimensions are highly interrelated, and the selection of a particular configuration of activities, modes, and frequency is contingent upon specific configurations of client needs, cost, intended impact, and individual user levels of concern.

Since recent research on the change process has demonstrated the existence of many interaction effects, it seems highly unlikely that simple "rules of thumb" based on gross generalization across different TA situations will provide many satisfactory, efficient "fits" between specific configurations of TA interventions and specific client needs/outcomes. In this complex and very real TA delivery situation, few things can substitute for great and continuing sensitivity to the current and potential needs of various clients, highly relevant experience and skill on the part of TA deliverers and managers, a continuing ability and commitment to sense and evaluate the efficacy of TA efforts in specific contexts, and to communicate the "lessons learned" throughout the TA organization. The TA system must be adaptive to dynamic client needs to be effective, and it must learn from its own TA experience to be efficient.

TECHNICAL ASSISTANCE AND THE NDN

In its first year, the NDN operated without an organized technical assistance (TA) structure. One of the benefits of this mode was that it allowed for the internal development of new roles and relationships among participating agencies. For example, D/Ds and SFs met frequently to discuss common needs and problems, drawing upon the expertise and leadership within the Network. This effort to share the outcomes of individual approaches and strategies contributed greatly to the knowledge surrounding the comparatively new concept of dissemination/diffusion.

OE recognized, however, that while SFs and D/Ds brought many skills and competencies to their positions, many needed additional training to acquire new understandings and to expand their existing skills into new areas. During 1975-76, an eighteen-month technical assistance contract was awarded to the Far West Laboratory for Educational Research and Development (FWL). The FWL project was multi-faceted, and was intended to provide technical assistance and support services to NDN participants and relevant agencies within OE. The activities carried out by FWL during the contract period included:

- *Publications*--the preparation and distribution of materials describing the NDN and its activities to the Division of Educational Replication (DER) and NDN projects.

- *Communication*--divising means to share NDN news with the Network's scattered projects and keep them informed of related resources.

- *Liaison*--creating linkages with other federally sponsored dissemination agencies in order to exchange information and to form a base for later cooperative activities.

- *Individual and Group Assistance*--conducting a broad range of support activities, at first limited to NDN projects and later expanded and refined to include special assistance to Title I projects.

These early activities were highly experimental and reflected the evolving nature of the NDN as a school improvement effort. Guiding all of these activities, however, was the conviction that technical assistance must complement and strengthen (rather than dominate and control) the client.

The composition of the NDN changed considerably during its third year. Previous cooperative arrangements between NDN participants were severely affected when the Section 306 funding that had supported NDN, SF and D/D activities was terminated, and Network participants were again left to secure whatever technical assistance and linkage support they could from their own fiscal resources. However, a more limited contract was awarded to FWL to provide materials useful to NDN grantees, and during mid-1976, DER conducted a survey of D/Ds and SFs to determine their TA needs and preferences. The survey concluded that 1) a distinction should be made between the provision of materials and the provision of personnel resources to OE dissemination contractors, and separate delivery systems should be provided; and 2) no single organization had the ability to provide the contractors with the full range of assistance required.

In October, 1977, two separate technical assistance contracts were competed and awarded. The ED Materials/Support Center at FWL was given primary responsibility for the production of a wide range of materials, while the Technical Assistance Brokerage (later changed to Base) project (TAB) of Capla Associates, Inc. was responsible for providing a wide range of technical assistance service support to NDN participants. The early evolution of the Technical Assistance Base is described below.

THE TECHNICAL ASSISTANCE BASE (TAB)--ITS EARLY EVOLUTION

As it was originally conceived, the Technical Assistance Base (TAB) was intended to fulfill a linkage role, matching identified human resources in various skill areas to the service needs of NDN participants. In this sense, the RFP which solicited a technical assistance contract for the NDN viewed technical assistance primarily as a reactive function, with the TA agency brokering services requested by clients.*

Organizationally, TAB was the product of six agencies working together as a Consortium. This organization combined the experience of five agencies having histories of NDN activity with the expertise of an external educational research and consulting firm, Capla Associates, Inc. Capla functioned as the prime contractor and Central Service Unit (CSU) with the other five agencies acting as Regional Service Units (RSUs). This organization thus combined the efficiency of centralized administration with the benefits of regional responsiveness. It also established a very strong collaborative basis for organizing technical assistance services for the NDN.

During its first year, TAB was effective on many fronts: a bank of human resources was created; client needs were individually assessed and categorized; and multi-faceted technical assistance was provided to a broad range of NDN members. Specifically:

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*Also during TAB's first year of operation, a subnetwork of 21 Title I Projects received technical assistance through a subcontract with the NETWORK, Inc. This Title I Support Service Project (TISS) emphasized networking activities with the client group and a proactive service approach.

- A Resource Bank of 250 consultants was established with 114 of them (46%) used by NDN SFs and D/Ds over the year. Reflecting the NDN's long commitment to peer sharing, NDN members formed one third of the Resource Bank.

- TAB provided technical assistance to 114 different NDN members. The average client used the system about three times: There were 369 individual requests for TA, and demands were particularly high in communication and planning/organization skill clusters.

- Sixty-two percent of all TAB technical assistance involved face-to-face encounters between clients and consultants; 14% was provided through phone discussions and 24% involved written material. Most TA (58%) was provided on an individual basis, although 26% was provided through small group activities and 16% through large group events.

TAB's first year also provided many insights that led to significant improvements and refinements during subsequent years. On a global level, some of the changes reflected the multi-faceted nature of the NDN itself as a delivery system concurrently concerned with dissemination, staff development, school change, and improved student performance at adopter sites. On a client level, TAB was dealing with the need to organize systematic TA support mechanisms which would be responsive to the expanding tasks of SFs and D/Ds. In short, evolution in the TAB system reflected the project's response to several concerns:

- the need to define more specifically NDN TA concerns in the areas of evaluation, public relations, management, and computer technology.

- the need to design more coordinated TA responses across the TA system in areas of high concern to NDN members.

- the need for stronger internal planning/communication processes among TAB, RSUs and the CSU in order to interrelate individual client needs/priorities, regional needs/priorities, and national needs/priorities.
- the need to provide ways within TAB of drawing upon the expertise and experience of D/Ds and SFs as a basis for directing the growth of the NDN from within.

TAB's response to these needs and concerns occurred on both organizational and programmatic levels.

Organizationally, a systems orientation was emphasized to reinforce interrelationships among TAB's service units. A series of intensive planning/sharing meetings involving RSU and CSU staff were conducted to strengthen communication and program integration across the project system. In terms of service delivery, RSU functions shifted from reactive brokerage to proactive programming of services, and the TAB needs assessment which had been based on a generic linker skills taxonomy evolved into a task-based instrument that targeted specific NDN tasks. TAB technical assistance was organized around broad content areas that linked the system together programmatically and promoted idea-sharing across the regions. This shift away from pure brokering to programming was illustrated by the workshops, products and ongoing technical assistance programs that were targeted by TAB to such areas as evaluation, leadership, and public relations/marketing. In addition, regional conferences and forums were sponsored to allow NDN members to discuss common concerns and priorities. Efforts were also initiated to explore collaborative possibilities with other agencies such as Regional Offices of Educational Programs (ROEPs), Regional Exchanges, and Regional Labs.

During a fifteen-month period between October 1978 and December 1979, it became clear that shifts in the TAB approach were being paralleled by increased client use of the system. During this time, over 370 consultations occurred and over 60 workshops were sponsored. In terms of personal (one-to-one) consultations and workshops, average client use of the system increased five-fold; 92% of D/Ds and SFs made use of TAB's technical assistance services. TAB activities also involved over 170 individuals representing SEAs, Regional Labs, ROEPs, USOE, and LEAs.

TAB's early evolution laid the foundation for its transition from a reactive regionalized technical assistance brokerage to a comprehensive proactive TA support system for the NDN. What guided this transition was TAB's commitment to the principles which shaped the NDN since its inception--open communication, responsiveness, and cooperative sharing among peers. This commitment is evidenced by the activities and accomplishments of the project which are described in this report.

SECTION II

THE TAB APPROACH

- PROJECT OBJECTIVES
- ASSUMPTIONS ABOUT TECHNICAL ASSISTANCE
- ORGANIZATION OF THE PROJECT
- TECHNICAL ASSISTANCE OPERATIONS PROCEDURES

PROJECT OBJECTIVES

The objectives of a TA system provide overall focus and direction for the multiple levels of tasks and activities. We believed that our overall mission was to provide a comprehensive, well organized support base for the NDN to help it achieve its maximum potential as a nationwide school improvement effort. Implicit in this mission was the need to ensure that service provision was consistent with policies set forth by the Division of Educational Replication (DER) for the NDN and to increase the ability of NDN grantees to communicate with DER on areas of programmatic and policy concern. In addition to this primary mission, we also sought to facilitate appropriate federal, regional, and state initiatives through collaboration and communication with other dissemination/technical assistance agencies.

TAB's overall mission and objectives are depicted in a chart on the following page. They represent the broad statements of purpose underlying the project's activities and accomplishments.

TAB: MISSION AND OBJECTIVES

TAB's MISSION

TAB was established to provide a comprehensive, organized, and well articulated support base for the NDN that would help it to achieve its maximum potential as a nationwide delivery system for educational change. In addition to this overall purpose, TAB functions to facilitate federal, regional, and state initiatives aimed at maximizing the potential of various dissemination/technical assistance efforts through collaboration and coordination.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
TECHNICAL ASSISTANCE SUPPORT SERVICES:	RESOURCE DEVELOPMENT:	INFORMATION/MATERIALS EXCHANGE:	SYSTEM MANAGEMENT
To strengthen the individual capacities of NDN members in skill areas pertinent to their roles/responsibilities as educational change agents	To facilitate the growth of the NDN and its outreach to the educational community through the development/utilization of appropriate resources and collaborative exchanges with relevant agencies, institutions, and resource systems	To help NDN members acquire knowledge/information that will facilitate their success and their growth as educational change agents through materials resource acquisition and information/idea sharing mechanisms	To maintain an organized and coordinated framework for NDN capacity building through efficient administration, open communication, and participatory decision making at all levels

ASSUMPTIONS ABOUT TECHNICAL ASSISTANCE

A TA system's assumptions (philosophy) serve as the foundation of values and beliefs which orient the actions of system members. Essentially, these beliefs provide important perspectives for operationalizing the system. In formulating TAB's assumptions, we drew upon a broad spectrum of research related to the change process, state of the art literature on technical assistance efforts, the historical and interpersonal traditions of the NDN, and the experiential insights of the TAB Consortium and our clients. These assumptions served as the guideposts for how we organized the TA system as well as the operations we used to deliver services. They are presented on the following page.

TAB SYSTEM ASSUMPTIONS

ORGANIZATION

Structural Integration: A TA system is more effective if the efforts and contributions of its members are integrated.

Participatory Relationships: Interorganizational efforts characterized by interdependent participatory relationships offer the most promising framework for an adaptive, flexible TA system.

Credible Leaders and Resources: The credibility of a TA system is enhanced by strong leadership and the use of consultants who are valued by the client system.

A Comprehensive and Participatory Resource Base: An effective TA system develops a broad range of resources for clients to access and also recognizes and utilizes the skills which clients themselves bring to the system.

OPERATIONS

Structured and Comprehensive Technical Assistance: Capacity building strategies are most effective if they are based upon coherent guidelines for action in specific situations, but allow for flexibility in meeting short and long term goals and can take into account individual, local, regional and national needs/conditions.

Mapping the Client System: An effective TA system should be sophisticated in "mapping" the system it serves.

Client Ownership: The design and delivery of TA should be influenced by the goals clients must reach and the specific tasks they must perform; they should, therefore, be involved in all phases of the TA process from initial planning through follow-up.

Personalized Services: Effective service delivery is characterized by high levels of communication and person-to person contact.

Variation in TA Delivery Modes: The specific techniques of service delivery should encompass a variety of styles and modes.

ORGANIZATION OF THE PROJECT

When faced with the prospect of helping a group of clients located throughout the country, a technical assistance agency has at least two options: to provide TA from a centralized base of operations or to establish decentralized units in various regions. TAB's structure for organizing TA services for the NDN combined these choices by creating a multi-unit system which offered the benefits of both centralized and regionalized functions. TAB's organization consisted of a Consortium of six agencies functioning together as a Central Service Unit (CSU) and five Regional Service Units (RSUs). Essentially, the RSUs were the service delivery agents, identifying client needs and organizing appropriate TA responses. The CSU managed the system on a national basis, coordinating the activities of the RSUs. It was felt that this structure combined the efficiency of centralized administration with responsive regionalized services. The Consortium of agencies are identified below:

Prime Contractor and Central Service Unit	Capla Associates 18 Overlook Avenue Rochelle Park, New Jersey 07662
Regional Service Unit I	SOLVE, Inc. New Hampshire Facilitator Center 80 South Main Street Concord, New Hampshire 03301

Regional Service Unit II

The Exchange at the Teacher Center
166 Peik Hall
159 Pillsbury Drive, S.E.
University of Minnesota
Minneapolis, Minnesota 55455

Regional Service Unit III

Educational Services, Inc.
P.O. Box 1203
2928 Highway #4
Orangeburg, South Carolina 29115

Regional Service Unit IV

Region X Education Service Center
P.O. Box 1300
400 E. Spring Valley
Richardson, Texas 75080

Regional Service Unit V

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

The Central Service Unit (CSU)

CSU staff were responsible for the overall management of the project system. Their activities related to three major areas of responsibility: Administration and Monitoring; Program Coordination; and Communication and Reporting. These functions are described below.

Administration and Monitoring

From an administrative perspective, a national TA system has to be viewed as an enterprise requiring standardized forms and procedures to ensure efficiency and accountability. TAB's CSU developed an administrative support process which successfully integrated fiscal/

administrative functions across the system. This process eased the record-keeping burden and significantly diminished administrative requirements and their associated costs within the separate regional units.

CSU tasks related to the fiscal administration of the project included the processing of all subcontractor vouchers and all payments (fee, travel, per diem) made to consultants or clients; the maintenance of a fiscal record-keeping system which documented all payments; and the preparation of monthly fiscal reports to the RSUs on the status of the resource budget.

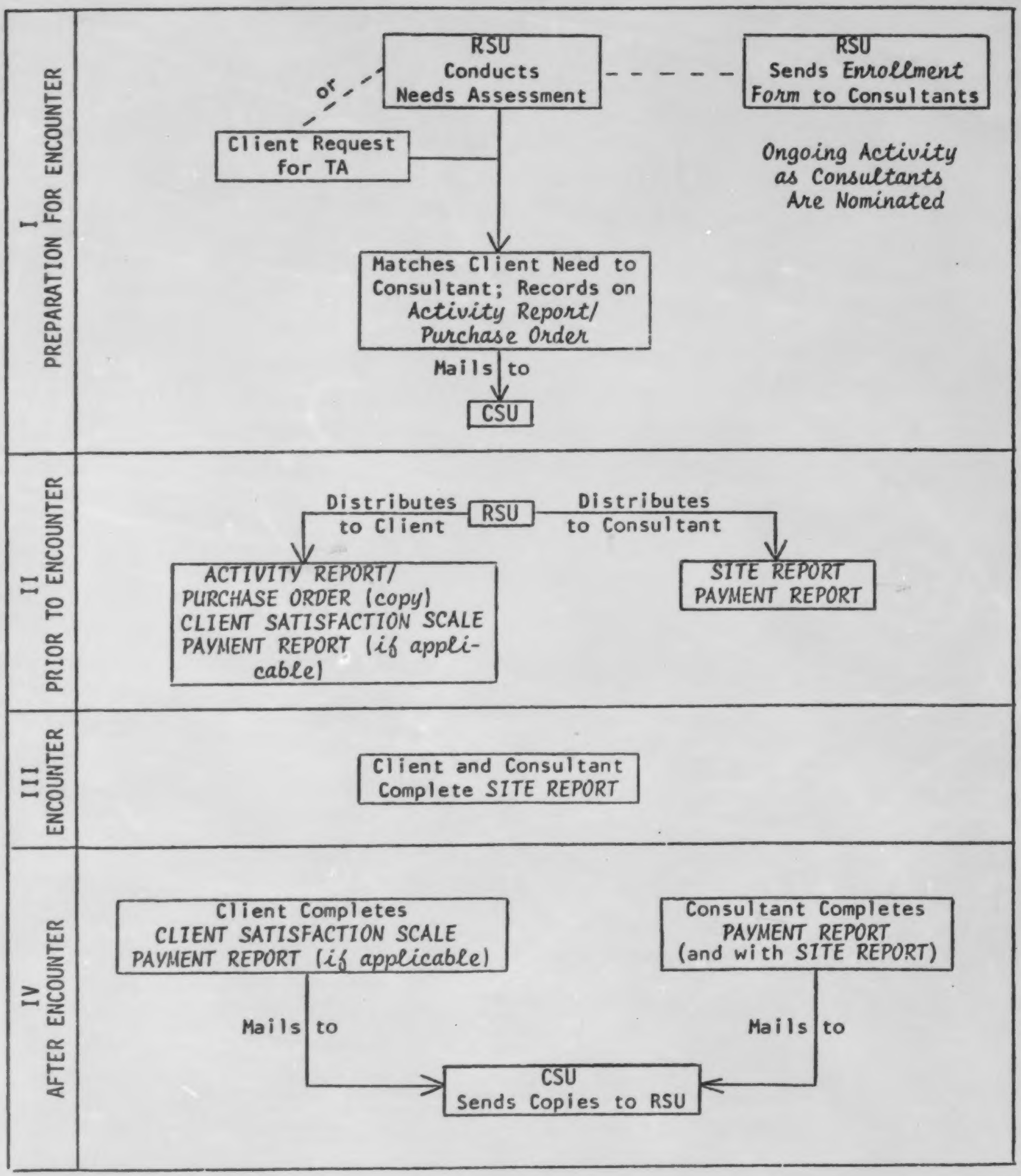
On the TA program level, the CSU also established a standardized monitoring process. Every TA transaction was coded and recorded to track client use of the system as well as types of TA services offered. Use of the Consultant Resource Bank was also monitored, as well as client satisfaction with TAB transactions.

The data management processes of the TAB system involved the use of a series of forms which are described below. The flow of these forms is depicted in Figure 1 and sample forms are included in the Appendix.

- *The Activity Report/Purchase Order* is a record of the transaction or event involving clients and consultants. It is completed by the RSUs who forward copies to the CSU for coding and record keeping. This form identifies participants and the TA task area, notes the proposed date, and keys the CSU to payment arrangements and expected documentation (who is to be paid, for what items).

Figure 1

TAB DATA MANAGEMENT SYSTEM


I
PREPARATION FOR ENCOUNTER
RSU
Conducts
Needs Assessment
or
Client Request
for TA
RSU
Sends *Enrollment*
Form to Consultants
Ongoing Activity
as Consultants
Are Nominated
Matches Client Need to
Consultant; Records on
Activity Report/
Purchase Order
Mails to
CSU
II
PRIOR TO ENCOUNTER
RSU
Distributes
to Client
Distributes
to Consultant
ACTIVITY REPORT/
PURCHASE ORDER (*copy*)
CLIENT SATISFACTION SCALE
PAYMENT REPORT (*if applicable*)
SITE REPORT
PAYMENT REPORT
III
ENCOUNTER
Client and Consultant
Complete SITE REPORT
IV
AFTER ENCOUNTER
Client Completes
CLIENT SATISFACTION SCALE
PAYMENT REPORT (*if applicable*)
Consultant Completes
PAYMENT REPORT
(and with SITE REPORT)
Mails to
Mails to
CSU
Sends Copies to RSU

- *The Multiple Participant List* is used to identify participants in sessions involving (a) more than one project (client), or (b) one project represented by several staff members who are being reimbursed for certain expenses as agreed upon.

- *The Payment Report* is completed by consultants or clients for reimbursement. The form supports the Activity Report/Purchase Order (particularly with regard to payment arrangements) and costs out the activity accurately.

- *The Site Report* provides TAB with a description of the technical assistance encounter including its purpose, expectations of both client and consultant, outcomes, and follow-up needs. It is meant to be completed by client and consultant together, whenever possible.

- *The Client Satisfaction Scale* elicits reactions from clients with respect to the TA session and the consultant. It provides quantitative and qualitative information related to (a) appropriateness of TA encounter, (b) coverage, (c) organization, (d) effectiveness in meeting needs, (e) effectiveness in building skills, (f) satisfaction with consultant, and (g) open-ended comments on things liked best and things to improve.

- *The Workshop Evaluation Form* is designed for RSUs to use during workshops. Like the Client Satisfaction Scale, it enables participants to provide reactions to TA services.

- *The Consultant Enrollment Form* records qualifications and pertinent information on consultants as they enter the Resource Bank.

Program Coordination

The CSU was responsible for providing overall coordination for TAB activities. This required processes specifically designed to facilitate consistency in Needs Assessment procedures and service offerings, and to ensure interaction across the RSUs.

In terms of Needs Assessment, the CSU developed a process which established a common basis for defining service delivery needs across the NDN. Historically, TAB's Needs Assessment process evolved from a

Skills Taxonomy to a Task Analysis Framework. These processes are described more fully under TECHNICAL ASSISTANCE OPERATIONS. It is important to note here, however, that from a management perspective, this process served as a framework for profiling NDN TA needs on an individual, regional, and national basis.

CSU staff actively promoted communication and sharing across the RSUs with respect to the range of services that were offered in the different regions. This led to the transfer of ideas, resources, and workshops across the five regions. To support RSU service offerings, the CSU also established a comprehensive consultant resource bank.

In special interest areas identified by DER for exploration, CSU staff provided planning and organizational support to task forces which examined the following issues: Computer Applications appropriate for NDN data management purposes; the potential of telecommunications as a delivery mechanism for the NDN; rural participation in the NDN; and higher education involvement in the NDN. These activity areas are in the section of this report entitled TAB Accomplishments.

Communication and Reporting

Integral to all aspects of CSU coordination/responsibility was the need to ensure the kind of continuous communication that was necessary for interactive decision making. On a formal level, the CSU coordinated a formal reporting process for the TA system which involved the synthesis and distribution of Bimonthly Reports from the various units, and the synthesis and distribution of reports from the special groups and task forces. The CSU also organized and convened Consortium meetings, preparing whatever materials were needed to promote communication and decision making on pertinent system issues.

The Regional Service Units (RSUs)

From its inception, TAB was organized with the client in mind, and the major function of each RSU was to deliver responsive and personalized services. These decentralized units conducted continuous needs sensing activities and provided for quick turnaround of TA services, as well as individualized programs of follow-up. By balancing a client and system perspective, the RSUs played a pivotal role in the system. They used their field contacts to feed information back to the system as a whole so that adaptations could be made in the service options planned for clients on both an individual and system-wide basis. RSU responsibilities fell into three areas: Administration, Needs Assessment and Service Delivery, and Linkage Activities.

Administration

The administrative responsibilities of the RSUs included the implementation of fiscal, operational, and reporting procedures which interfaced RSU activities with the overall administrative procedures of the system. The Central Service Unit established and processed necessary forms and procedures; the RSUs carried out particular procedures and returned pertinent data to the CSU in a specified format. RSUs submitted programmatic and fiscal reports on a monthly basis so that the payment and documentation needs of the system were met on a timely and efficient basis.

To fulfill their administrative responsibilities, RSUs performed the functions listed below:

- Completed enrollment forms for entering both clients and consultants into the TAB Consultant Bank;
- Estimated costs for regional TA services;
- Completed Activity Report/Purchase Orders for all planned TA activities and submitted them to CSU;
- Coordinated administrative procedures for TA events, including hotel and travel arrangements, consultant expenses, etc., ensuring that appropriate forms were submitted to the CSU;
- Arranged for the coordinated completion of consultation assessment forms, e.g., Client Satisfaction Forms and Consultant Site Reports;
- Completed monthly fiscal reports and submitted them to CSU;
- Completed monthly progress reports on regional service delivery activities and submitted them to CSU;
- Documented particular TA events in-depth by submitting agendas and detailed reports of the activity.

Needs Assessment and Service Delivery

Through systemwide procedures as well as individual regional strategies, RSUs conducted needs assessments/sensing activities as a basis for organizing services for clients. The activities below describe RSU responsibilities in the areas of Assessment and Service Delivery.

- Conducted formalized client needs assessments with D/D and SF projects using the Task Needs Assessment Survey through:

a) face-to-face individual interactions;
b) face-to-face interactions in a group context; or
c) telephone interviews.

- Developed individual profiles for D/Ds and SFs based on survey data, and continually updated these profiles as additional self-report and needs sensing data were gathered;

- Negotiated specific TA services for each client considering the level of service desired and multiple modes of service delivery;

- Informed clients of specific training events through either a newsletter or calendar of events on a quarterly basis;

- Involved representative groups of D/Ds and SFs in planning and conducting TA events so that TA activities met regional clients' interests/needs;

- Scheduled training events, selected sites, and managed necessary logistics;

- Sent agendas and available pre-training materials to appropriate SFs and D/Ds in the region prior to scheduled TA events;

- Communicated with participants and consultants by telephone immediately prior to events clarifying activities and confirming travel and hotel arrangements;

- For individual consultations, accessed the resource bank to acquire the consultant(s) who best matched client needs, and completed necessary logistical arrangements for such consultations; in the case of "on-demand" requests, quick turnaround on service delivery was emphasized;

- Obtained feedback and evaluative information from participants and consultants during and/or immediately following scheduled training events using Client Satisfaction instruments, consultant site reports, and informal needs sensing strategies;

- Utilized client feedback/evaluation data and RSU needs sensing data to identify immediate client concerns and provided appropriate follow-up TA to meet these concerns;

- Sent this "field data" on TA programs to the CSU and DER so necessary adaptations could be made systemwide;

- Contacted each client on at least a monthly basis to provide general support and monitor ongoing client needs; utilized information obtained from these interactions to renegotiate and alter individual technical assistance plans;

- Based on evaluative information and feedback, provided discrete follow-up services through one or more of the modes listed below:

  a) Distribution of appropriate follow-up materials;
  b) Follow-up individual consultation sessions;
  c) Follow-up group work sessions, and/or regional sharing sessions.

Linkage Activities

In addition to the delivery of TA services to clients, RSUs had responsibility for linking TAB and the NDN with other dissemination/ technical assistance agencies. Regional collaboration offered many advantages. First, it provided TAB with access to materials resource bases housed in other systems. Secondly, it offered TAB a chance to co-sponsor or link clients with workshops and other TA activities, thereby reducing duplication of services. And third, it provided increased visibility for the NDN. Major strategies used by the RSUs to establish these collaborative agency relationships are outlined below:

- Made regular contact with staff from the Regional Offices of Educational Programs (ROEPs);

- Maintained ongoing linkages with educational laboratories in the regions, participating in joint planning efforts, such as regional dissemination forums, on a regular basis;

- Maintained regular contact with dissemination units in all State Departments of Education within the region;

- Assisted in the coordination of the yearly Title I/NDN Regional Forum; and

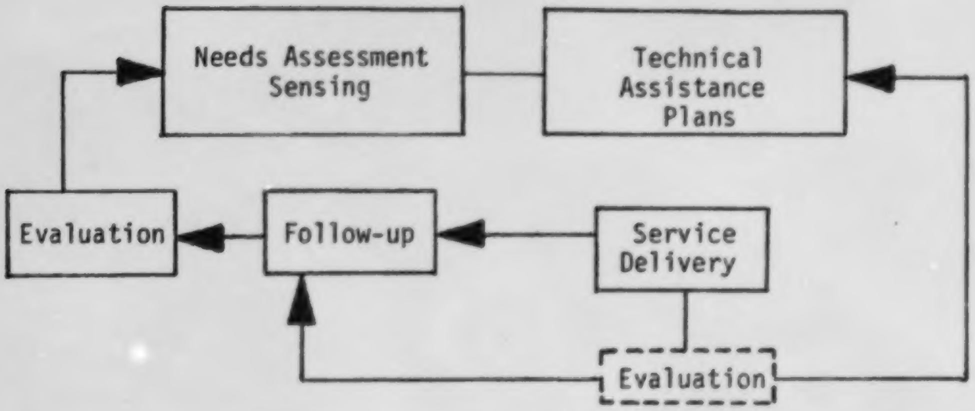
- Maintained and developed contact with appropriate institutions of higher education on a regular basis.

In summary, TAB's organization consisted of a decentralized Consortium structure which combined centralized administration and coordination with responsive regionalized services. This approach emphasized collaboration across the units of the system as well as the sharing of ideas and learnings across the NDN.

TECHNICAL ASSISTANCE PROCEDURES

Over the three years of the TAB project, systematic procedures for planning and delivering technical assistance were developed, implemented, and refined by TAB's staff. These procedures were organized around the interrelated phases of activity illustrated below:

TECHNICAL ASSISTANCE PHASES


Needs Assessment Sensing
Technical Assistance Plans
Evaluation
Follow-up
Service Delivery
Evaluation

Needs Assessment/Sensing

Because the NDN is a dynamic school improvement effort, the needs of D/Ds and SFs operating within this system tend to be diverse and broadly defined. One level of need revolves around the tasks which D/Ds and SFs must perform to function effectively as dissemination agents. There are also personal needs which transcend those associated with specific tasks, such as a need to collaborate or share among peers. And, there are overall system-related and logistical needs.

To be attuned to these diverse needs, TAB staff designed a systematic, but eclectic needs assessment/sensing approach. An essential aspect of this approach involved a Needs Assessment Survey based on a Task Analysis paradigm which described the role responsibilities of D/D and SF projects. The Task Analysis Framework (TAB, 1979) posited a sequence of activity stages which Developer/Demonstrators and State Facilitators must undertake to successfully fulfill their job functions throughout the diffusion/adoption process. It identified major task areas as well as a series of subtasks--both of which were classified according to six commonly defined phases of dissemination activities:

- Planning
- Awareness
- Selection
- Training
- Implementation
- Follow-up

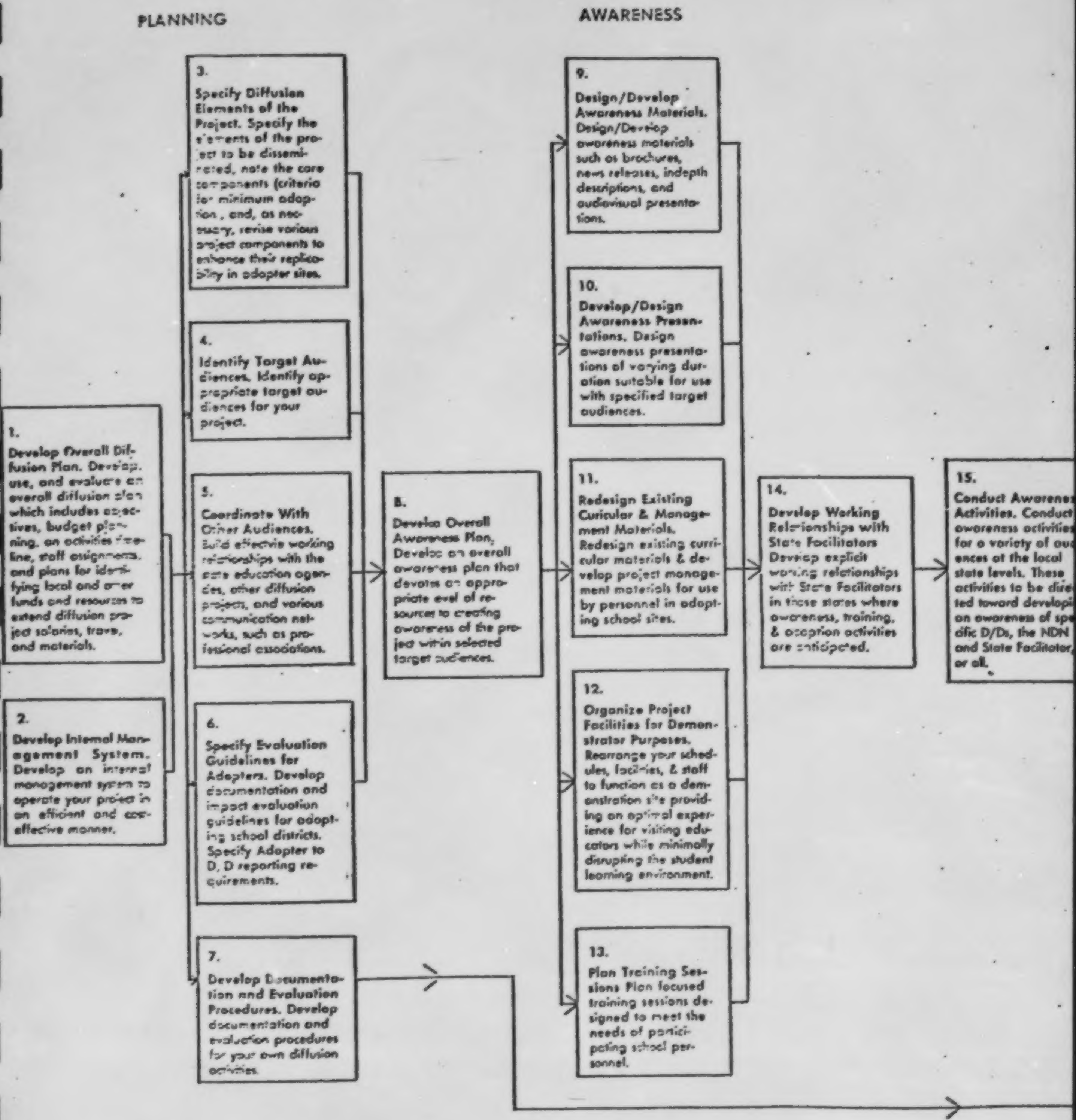
The flow charts that follow illustrate the major task areas of the D/D and SF Task Analyses. (For a more in-depth description of the D/D Task Analysis Framework, see Appendix.)

The Task Analyses served several purposes within the TA system including:

1. Informing--The flow chart and task descriptions provided clients with a comprehensive look at a functioning NDN project. The framework therefore represented an instructional tool in which the range of D/D and SF tasks (and those of similar target groups) could be more easily understood;

2. Clarifying--A comparison of the D/D and SF flow charts pointed to areas where there might be a possible overlap in function; this was particularly evident in the block of implementation and follow-up tasks. The framework was thus a device for clarifying necessary areas of collaboration between D/Ds and SFs;

Developer/Demonstrator Task Analysis



PLANNING

AWARENESS

1.

Develop Overall Diffusion Plan. Develop, use, and evaluate an overall diffusion plan which includes objectives, budget planning, an activities timeline, staff assignments, and plans for identifying local and other funds and resources to extend diffusion project salaries, travel, and materials.

2.

Develop Internal Management System. Develop an internal management system to operate your project in an efficient and cost-effective manner.

3.

Specify Diffusion Elements of the Project. Specify the elements of the project to be disseminated, note the core components (criteria for minimum adoption), and, as necessary, revise various project components to enhance their replicability in adopter sites.

4.

Identify Target Audiences. Identify appropriate target audiences for your project.

5.

Coordinate With Other Audiences. Build effectvie working relationships with the state education agencies, other diffusion projects, and various communication networks, such as professional associations.

6.

Specify Evaluation Guidelines for Adopters. Develop documentation and impact evaluation guidelines for adopting school districts. Specify Adopter to D/D reporting requirements.

7.

Develop Documentation and Evaluation Procedures. Develop documentation and evaluation procedures for your own diffusion activities.

8.

Develop Overall Awareness Plan. Develop an overall awareness plan that devotes an appropriate level of resources to creating awareness of the project within selected target audiences.

9.

Design/Develop Awareness Materials. Design/Develop awareness materials such as brochures, news releases, indepth descriptions, and audiovisual presentations.

10.

Develop/Design Awareness Presentations. Design awareness presentations of varying duration suitable for use with specified target audiences.

11.

Redesign Existing Curicular & Management Materials. Redesign existing curricular materials & develop project management materials for use by personnel in adopting school sites.

12.

Organize Project Facilities for Demonstrator Purposes. Rearrange your schedules, facilities, & staff to function as a demonstration site providing an optimal experience for visiting educators while minimally disrupting the student learning environment.

13.

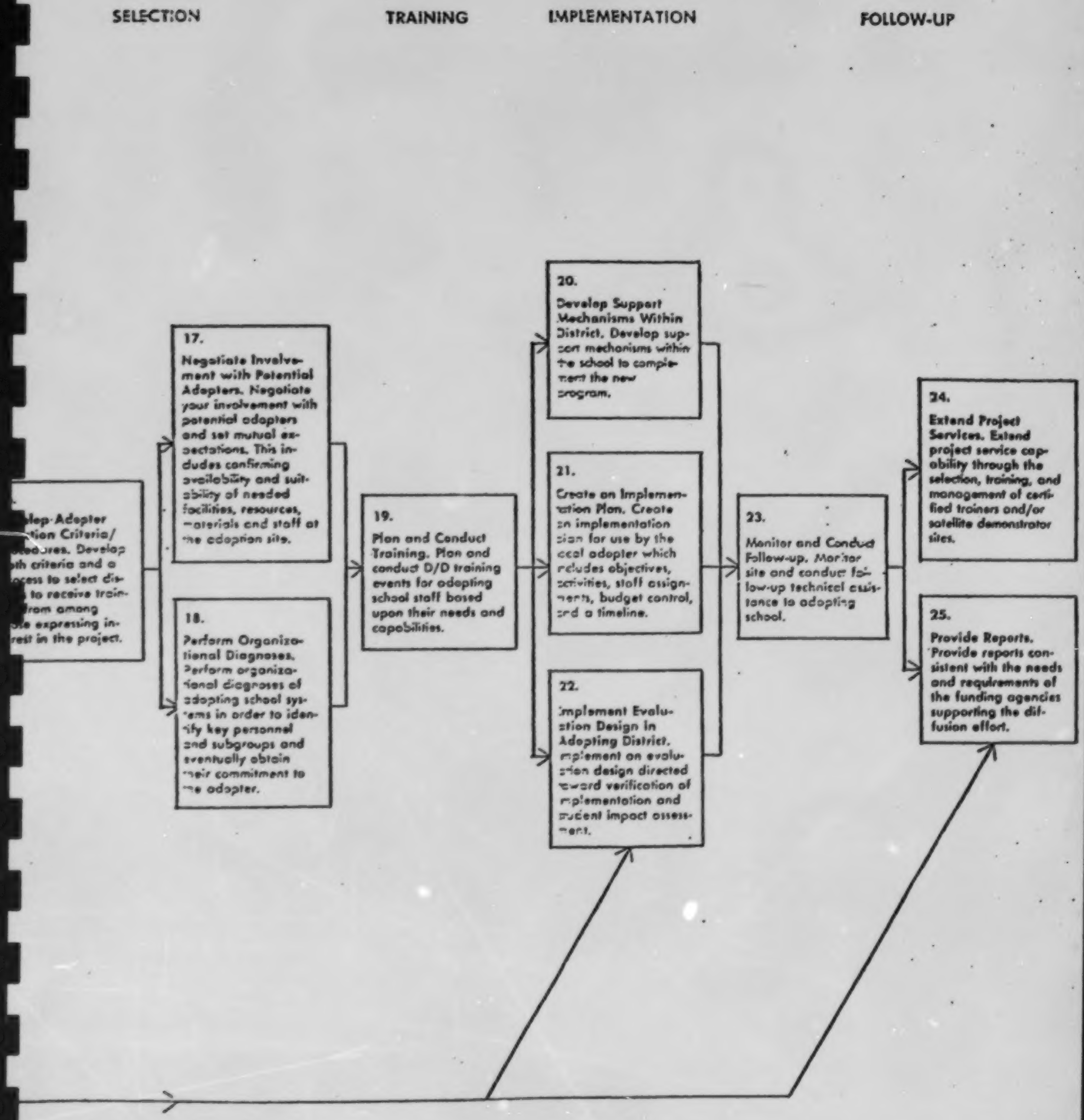
Plan Training Sessions Plan focused training sessions designed to meet the needs of participating school personnel.

14.

Develop Working Relationships with State Facilitators Develop explicit working relationships with State Facilitators in those states where awareness, training, & adoption activities are anticipated.

15.

Conduct Awarene
Activities. Conduct
awareness activitie
for a variety of au
ences at the local
state levels. These
activities to be dire
ted toward developi
an awareness of spe
cific D/Ds, the NDN
and State Facilitator,
or all.



...lop-Adopter ...tion Criteria/ ...cedures. Develop ...th criteria and a ...ocess to select dis- ... to receive train- ...from among ...se expressing in- ...rest in the project.

17. **Negotiate Involvement with Potential Adopters.** Negotiate your involvement with potential adopters and set mutual expectations. This includes confirming availability and suitability of needed facilities, resources, materials and staff at the adoption site.

18. **Perform Organizational Diagnoses.** Perform organizational diagnoses of adopting school systems in order to identify key personnel and subgroups and eventually obtain their commitment to the adopter.

19. **Plan and Conduct Training.** Plan and conduct D/D training events for adopting school staff based upon their needs and capabilities.

20. **Develop Support Mechanisms Within District.** Develop support mechanisms within the school to complement the new program.

21. **Create an Implementation Plan.** Create an implementation plan for use by the local adopter which includes objectives, activities, staff assignments, budget control, and a timeline.

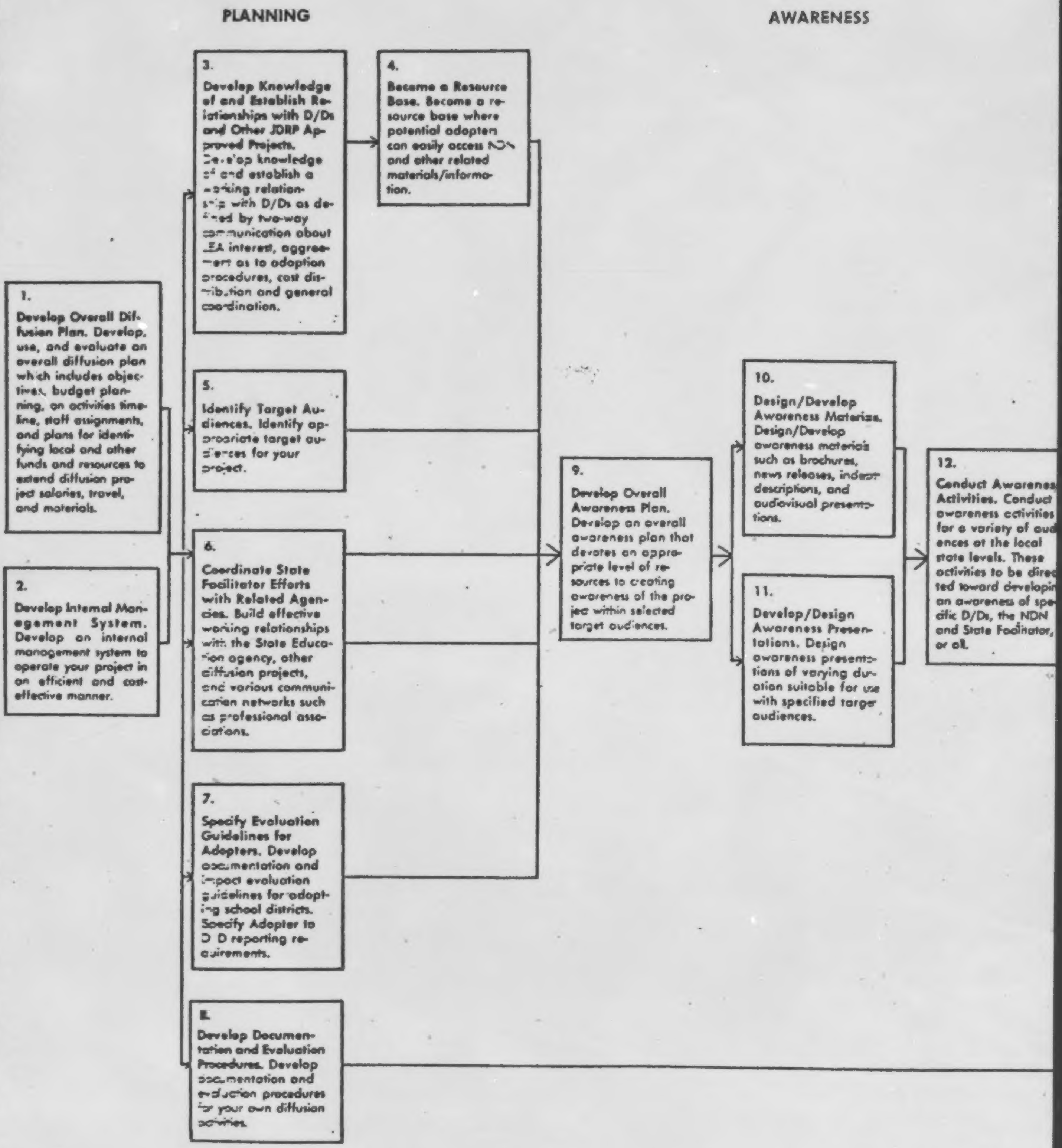
22. **Implement Evaluation Design in Adopting District.** Implement an evaluation design directed toward verification of implementation and student impact assessment.

23. **Monitor and Conduct Follow-up.** Monitor site and conduct follow-up technical assistance to adopting school.

24. **Extend Project Services.** Extend project service capability through the selection, training, and management of certified trainers and/or satellite demonstrator sites.

25. **Provide Reports.** Provide reports consistent with the needs and requirements of the funding agencies supporting the diffusion effort.

State Facilitator Task Analysis



1. **Develop Overall Diffusion Plan.** Develop, use, and evaluate an overall diffusion plan which includes objectives, budget planning, an activities timeline, staff assignments, and plans for identifying local and other funds and resources to extend diffusion project salaries, travel, and materials.

2. **Develop Internal Management System.** Develop an internal management system to operate your project in an efficient and cost-effective manner.

3. **Develop Knowledge of and Establish Relationships with D/Ds and Other JDRP Approved Projects.** Develop knowledge of and establish a working relationship with D/Ds as defined by two-way communication about LEA interest, agreement as to adoption procedures, cost distribution and general coordination.

4. **Become a Resource Base.** Become a resource base where potential adopters can easily access NDN and other related materials/information.

5. **Identify Target Audiences.** Identify appropriate target audiences for your project.

6. **Coordinate State Facilitator Efforts with Related Agencies.** Build effective working relationships with the State Education agency, other diffusion projects, and various communication networks such as professional associations.

7. **Specify Evaluation Guidelines for Adopters.** Develop documentation and impact evaluation guidelines for adopting school districts. Specify Adopter to D D reporting requirements.

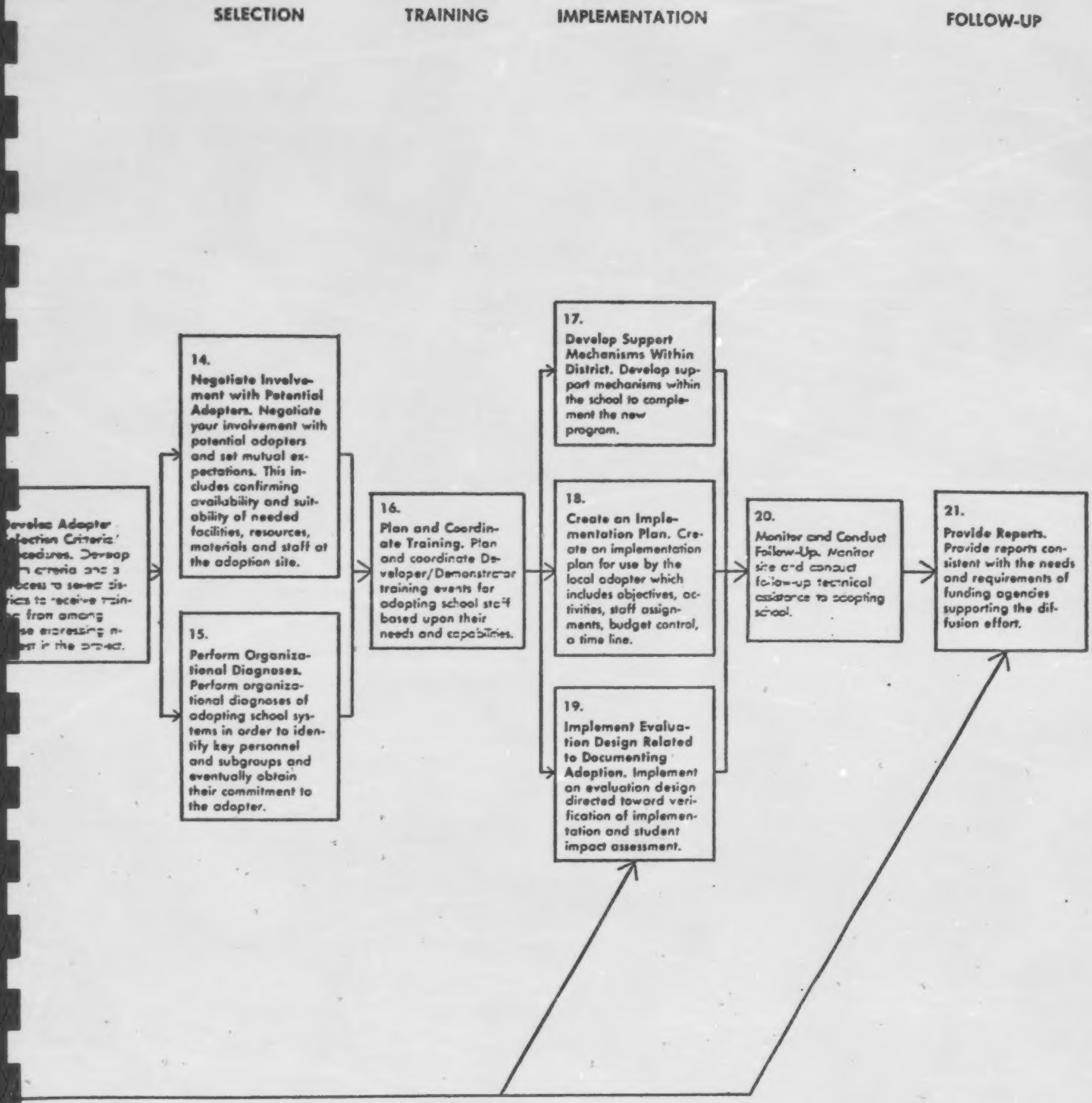
8. **Develop Documentation and Evaluation Procedures.** Develop documentation and evaluation procedures for your own diffusion activities.

9. **Develop Overall Awareness Plan.** Develop an overall awareness plan that devotes an appropriate level of resources to creating awareness of the project within selected target audiences.

10. **Design/Develop Awareness Materials.** Design/Develop awareness materials such as brochures, news releases, indepth descriptions, and audiovisual presentations.

11. **Develop/Design Awareness Presentations.** Design awareness presentations of varying duration suitable for use with specified target audiences.

12\.
**Conduct Awarenes
Activities.** Conduct
awareness activities
for a variety of aud
ences at the local
state levels. These
activities to be direc
ted toward developin
an awareness of spe
cific D/Ds, the NDN
and State Facilitator,
or all.


SELECTION
TRAINING
IMPLEMENTATION
FOLLOW-UP
evelop Adopter election Criteria/ ocedures. Develop criteria and a rocess to select dis- ricts to receive train- ng from among se expressing in- est in the project.
14. Negotiate Involvement with Potential Adopters. Negotiate your involvement with potential adopters and set mutual expectations. This includes confirming availability and suitability of needed facilities, resources, materials and staff at the adoption site.
15. Perform Organizational Diagnoses. Perform organizational diagnoses of adopting school systems in order to identify key personnel and subgroups and eventually obtain their commitment to the adopter.
16. Plan and Coordinate Training. Plan and coordinate Developer/Demonstrator training events for adopting school staff based upon their needs and capabilities.
17. Develop Support Mechanisms Within District. Develop support mechanisms within the school to complement the new program.
18. Create an Implementation Plan. Create an implementation plan for use by the local adopter which includes objectives, activities, staff assignments, budget control, a time line.
19. Implement Evaluation Design Related to Documenting Adoption. Implement an evaluation design directed toward verification of implementation and student impact assessment.
20. Monitor and Conduct Follow-Up. Monitor site and conduct follow-up technical assistance to adopting school.
21. Provide Reports. Provide reports consistent with the needs and requirements of funding agencies supporting the diffusion effort.

3. Assessing--Because the framework laid out a series of tasks with which clients could easily identify, it provided a useful way of assessing specified need areas. Moreover, both unique and common needs could be determined since there was a uniform framework for eliciting client reactions;

4. Program Planning--Tasks from the framework could be readily clustered thus facilitating the planning of activities according to major TA content areas. This clustering enabled program planners to make the transition between specific client tasks and the larger body of dissemination/change knowledge. In this way, a connected sequence of relevant activities could be designed within a meaningful context;

5. Reporting--The Task Analysis Framework offered a systematized means of reporting our accomplishments and the direction of our services to key stakeholders;

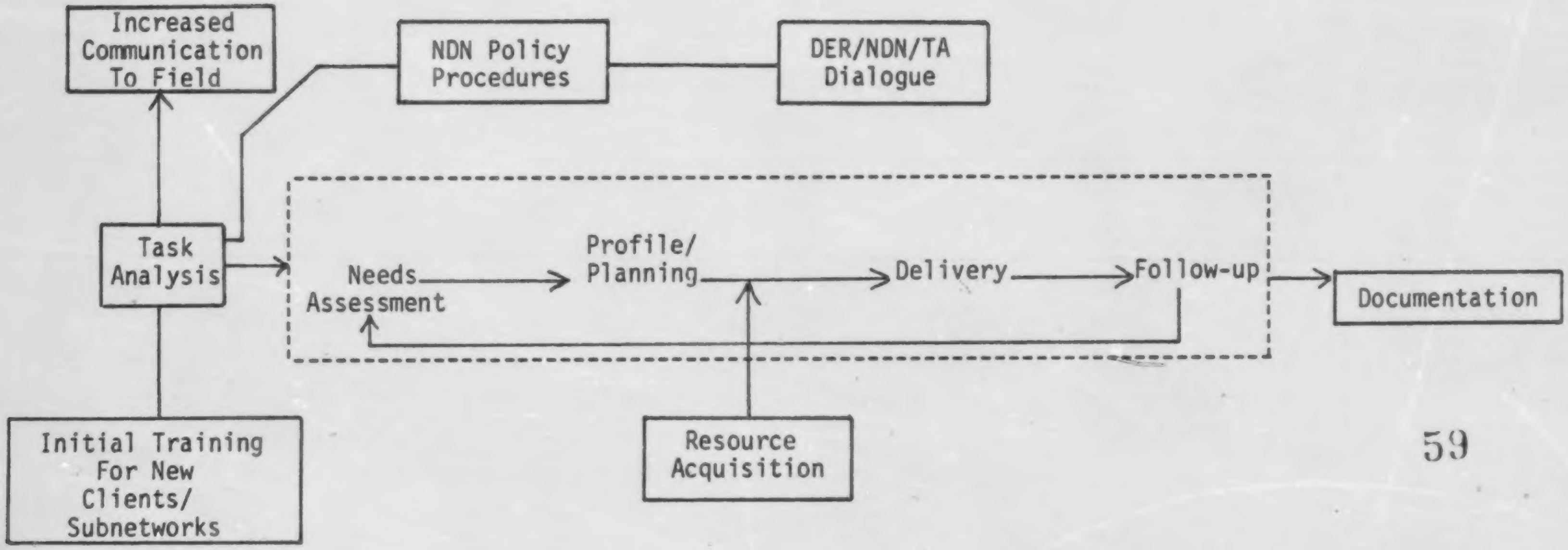
6. Suggesting--Finally, the task framework provided formal direction for treating new groups as they entered the NDN. At the same time the framework could be easily adapted to respond to emerging concerns both within and outside the system.

The figure on the following page highlights the multiple functions of the task analysis.

As stated earlier, TAB's Needs Assessment Survey form paralleled the Task Analysis Framework, and allowed projects to determine their present capability as well as their preferences for technical assistance support (see Appendix for examples of the short and long form versions of TAB's Needs Assessment Survey). Formal assessments of projects' capabilities were conducted once each year.

In conjunction with the formal assessment, informal needs sensing procedures were also used to keep technical assistance services adaptable and flexible. Needs sensing differed from assessment in that it was

FUNCTIONS OF TASK ANALYSIS FRAMEWORK


Increased Communication To Field
NDN Policy Procedures
DER/NDN/TA Dialogue
Task Analysis
Needs Assessment
Profile/ Planning
Delivery
Follow-up
Documentation
Initial Training For New Clients/ Subnetworks
Resource Acquisition

ongoing, and thus not time-bound, and open-ended. Needs sensing procedures used by TAB staff included: data gathering from telephone conversations, face-to-face contact, and onsite visits; recommendations from NDN Program Officers; and, recommendations from consultants who were providing TA services.

The ongoing flow of need-related information allowed TAB staff to define and verify need from a number of different sources. This form of convergent validity ensured a true mapping of project concerns. Moreover, it added flexibility to the type of technical assistance services which could be provided.

Technical Assistance Plans

The preparation of technical assistance plans evolved from needs assessment/sensing activities. It was the step in which specific content and resources were tailored to meet the unique needs of projects. During this phase, RSUs and projects worked closely together to develop a configuration of technical assistance services in the form of a planning agreement. A typical plan specified the major need(s) and current conditions, and intended outcomes of service, the resources to be utilized for reaching the outcomes, specific technical assistance activities, persons responsible, and timelines. The individual plans served several purposes: 1) they provided projects with a clear understanding of what technical assistance services would be delivered; 2) they provided the CSU and RSUs with a framework for managing services; and 3) they facilitated accurate budgeting and cost projections. While these plans reflect a "programmed" course of action, they were revised and updated on an ongoing basis in light of "on-demand" requests from projects and the results of various needs sensing activities.

Service Delivery

TAB provided services to NDN projects through a variety of delivery modes which ranged from personalized encounters to the distribution of targeted materials. The modes were selected on the basis of client need, preferred learning style, intended outcomes of service, and cost. Delivery strategies included:

> Consultations: Focused one-to-one interactions between projects and consultants were arranged in conjunction with other TA services or as a result of project requests. Consultations occurred through site visits, telephone discussions, and/or during regularly scheduled meetings.
>
> Workshops: The group learning mode offered a number of advantages for technical assistance including opportunities to use a variety of instructional media and instructional groupings, and to build peer support among the client projects.
>
> Sharing Meetings: At certain times, group sessions were arranged for the purpose of information sharing on specific topics or concerns. These sessions were usually interspersed with more formalized workshops.
>
> Materials/Resource Packets: Although person-to-person delivery was the primary mode of contact for TAB services, well prepared materials were also important to the technical assistance process. Materials were distributed to meet various client needs; they included articles, self-instructional manuals, worksheets, planning guides, technical "how-to" articles, and monthly newsletters.
>
> Linkages: Periodically, when another regional or national agency sponsored an event which addressed a project's need, TAB would link the project with the event.

Follow-up

Another essential component of TAB's approach to technical assistance involved follow-up activities with projects. RSUs used formative evaluation results (e.g., satisfaction scales and site reports, etc.) together with informal needs sensing (e.g., active listening during workshops or encounters) to determine whether further technical assistance was required. If this was the case, RSUs contacted projects to negotiate what form that assistance should take. In many cases, follow-up assistance was provided through phone consultation or materials distribution; in certain instances, however, individual consultations were arranged.

Evaluation

Evaluation was an integral part of TAB's technical assistance activities. Formative evaluation procedures were used to assess both specific technical assistance events as well as a sequence of events. Procedures included rating forms, project self-reports, and consultant feedback. The major purpose of the evaluation was for decision-making and program improvement.

SECTION III

TAB's ACCOMPLISHMENTS

- OVERVIEW
- TAB'S SERVICES AND ACTIVITIES
- MAJOR SYSTEM THRUSTS

OVERVIEW

Description, documentation, and monitoring of technical assistance activities have been ongoing functions of TAB since its inception. Over the three-year funding period, these formative evaluation strategies provided a detailed account of TAB services which greatly enhanced the decision-making capacity of various system stakeholders. In process, the information was used to clarify decisions about how technical assistance should be organized, who should provide services, how services should be provided, and how internal operations could be improved. In summation, the information now serves as a written history of TAB's accomplishments--a history that attests to TAB's impact as a technical assistance agency.

This section of the report describes TAB's three-year accomplishments in detail. The section is organized to provide an overall summary of system services and events, as well as to highlight certain major system thrusts. Information was obtained from the following sources:

> Technical Assistance Activity Report: This form provided a record of all technical assistance transactions involving NDN clients and consultants. It was completed by RSU and/or CSU staff for each TA event. The form summarized information regarding the content of technical assistance, the mode of delivery, the specific client need (task) addressed, the materials distributed, and the name/type of consultant used.
>
> Site Report: The Site Report was completed by clients and consultants together during individual on-site consultations. The Report described the specific objectives of the consultation, the outcomes, and the follow-up services required. In essence this Report offered a means of assessing change as a result of specific TA encounters.

Client Satisfaction Scale: This scale provided feedback from clients regarding their satisfaction with individual consultations. The quality and effectiveness of both the session and the consultant were assessed through open-ended and Likert-type items.

Workshop Evaluation Form: A standard workshop/conference reaction scale was completed by workshop participants to gather such information as: appropriateness of session, clarity of objectives, adequacy of coverage, effectiveness of workshop leaders, and overall workshop quality. Both open-ended and Likert-type items were used.

RSU Monthly Reports: The Monthly Reports provided a rich source of qualitative information regarding technical assistance activities from the perspective of the Regional Service Unit staff. The narrative report summarized emerging client needs and concerns, RSU perceptions of strengths and weaknesses of consultations or workshops, and general informational issues.

In addition to these standard forms and procedures (see Appendix), a great deal of information was gathered informally through telephone contact with clients or face-to-face meetings during NDN events. Both the formal and somewhat informal accounts of TAB are incorporated in the discussion of accomplishments.

5

TAB's SERVICES AND ACTIVITIES

TAB's services over the three-year funding period were guided by several factors, including the expressed needs and learning styles of D/Ds and SFs; D/D and SF needs as "sensed" by RSU and CSU staff; and the system's capability to respond to the identified areas of need and interest. In discussing these services, we have organized our presentation according to four key questions:

1. *In what areas was technical assistance provided?*
2. *Who participated in technical assistance activities?*
3. *How were technical assistance services provided?*
4. *Were clients satisfied with services?*

In What Areas Was Technical Assistance Provided?

TAB provided technical assistance services in a variety of content areas associated with the task responsibilities of D/Ds and SFs. These areas are listed below with a brief description of the related client tasks.

> Evaluation: preparing an evaluation plan; developing monitoring and assessment instruments; analyzing data; writing reports; establishing evaluation guidelines for adopters;
>
> Organizational Intervention: providing follow-up assistance to adopter districts; assisting adopters to identify needs; developing support mechanisms within districts; helping adopters to implement D/D programs;
>
> Dissemination/Management: Devising an overall diffusion plan; developing internal management procedures; working effectively with staff, timelines, and resources; understanding the D/D or SF role;
>
> Public Relations/Communication: Developing an effective publicity/awareness campaign; designing training sessions; influencing key decision-makers; publicizing programs on a regular basis; conducting oral presentations; mailing material in a cost-effective manner;

Materials Development/Packaging: Developing awareness brochures; designing training manuals; preparing secondary awareness material; preparing audio-visual materials;

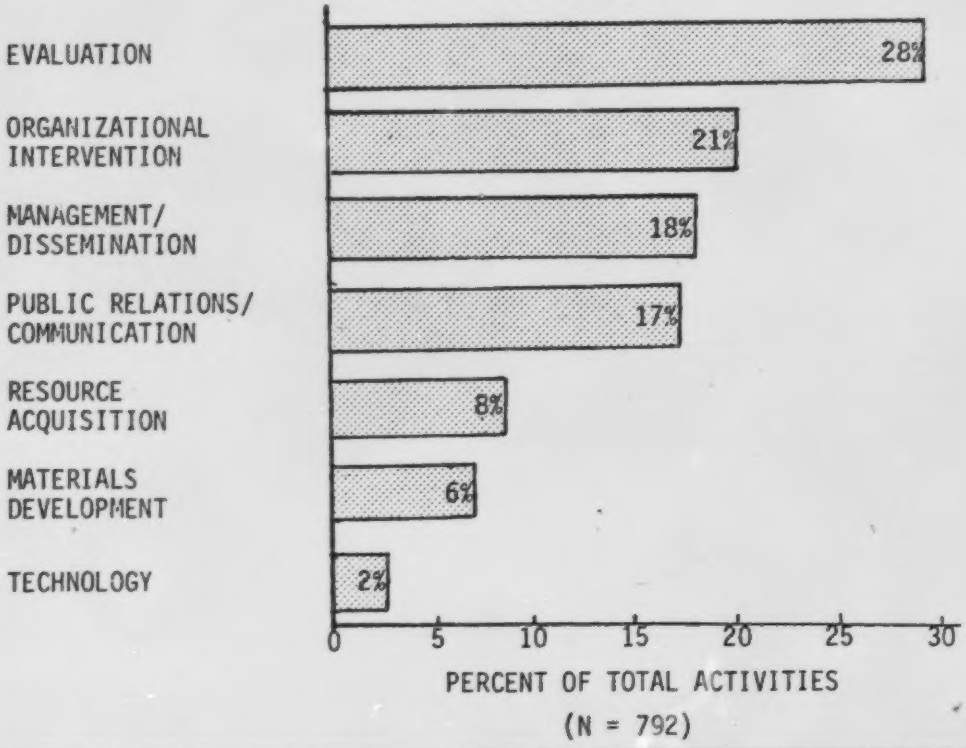
Resource Acquisition: Coordinating efforts with related agencies; locating and accessing potential sources of support for dissemination of projects; establishing areas of communication and collaboration with support groups and dissemination systems; and,

Technology/Computer Applications: Understanding the uses of computers for project activities; implementing a computerized management system to facilitate the accomplishment of such tasks as cost accounting, documentation, site monitoring, and evaluation.

During the contract period, approximately 800 different technical assistance activities were sponsored in one or more of these areas. Figure 2 provides a percentage breakdown of the activities organized according to the areas of assistance. As this chart reveals,

Figure 2

PERCENTAGE OF TECHNICAL ASSISTANCE ACTIVITIES
ORGANIZED BY CONTENT AREA



technical assistance services cut across all major task areas. However, Evaluation, Organizational Intervention, and Management emerged as particularly high areas of need.

In examining these technical assistance activities more closely, two additional questions are significant: *a) Did the areas of need (as indicated by the number/percentage of activities) change over the three year period?; b) Did D/Ds and SFs have different areas of need?* Table 1 provides information related to the first question, while Table 2 offers insight into the second area of inquiry.

TABLE 1

AREAS OF CLIENT NEED OVER THREE YEARS

TA Content Area	Percent of Total Activities Conducted for Each Year			
	Total (N=792)	Year I (N=210)	Year II (N=288)	Year III (N=294)
EVALUATION	28%	16%	35%	24%
ORGANIZATIONAL INTERVENTION	21%	11%	21%	24%
MANAGEMENT/ DISSEMINATION	18%	17%	12%	25%
PUBLIC RELATIONS/ COMMUNICATIONS	17%	30%	18%	10%
RESOURCE ACQUISITION	8%	9%	9%	8%
MATERIALS DEVELOPMENT	6%	17%	4%	5%
TECHNOLOGY	2%	0	1%	4%

The first Table indicates that the areas of need did indeed change, particularly from the first to the second and third contract years. The differences appear related to the relatively high incidence of technical assistance in the Public Relations and Materials Development areas during Year I. The profile of activities for Years II and III, in fact, are basically similar to each other and consistent with the total percentage breakdown of TA events.

In terms of the differences between SFs and D/Ds, Table 2 reveals certain predictable outcomes. Specifically, the areas of technical assistance are generally consistent with the exception of the higher incidence of activities in the Public Relations/Communication area for D/Ds.

TABLE 2

D/D AND SF AREAS OF TECHNICAL ASSISTANCE NEED

TA Content Area	Percent of Total Activities Conducted	
	Developer/Demonstrators	State Facilitators
EVALUATION	22%	37%
ORGANIZATIONAL INTERVENTION	18%	25%
MANAGEMENT/ DISSEMINATION	22%	13%
PUBLIC RELATIONS/ COMMUNICATIONS	21%	10%
RESOURCE ACQUISITION	7%	10%
MATERIALS DEVELOPMENT	9%	1%
TECHNOLOGY	2%	4%

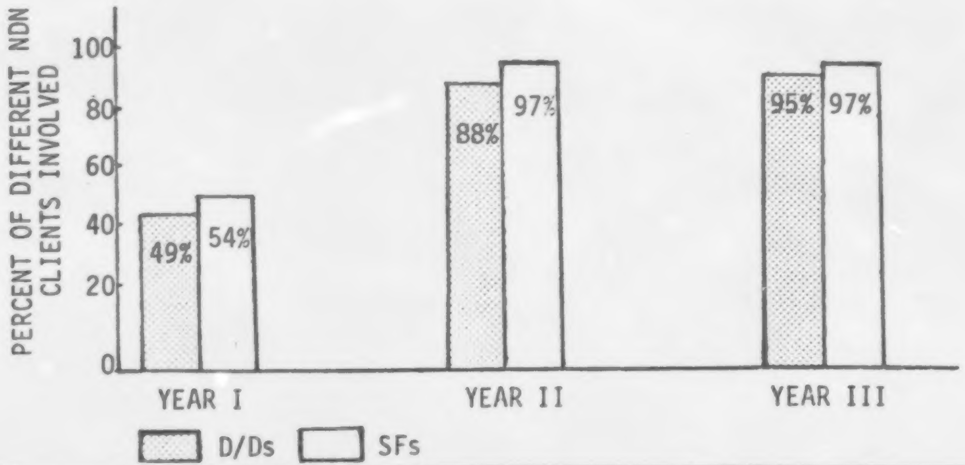
In summary, technical assistance was provided most often in the areas of Evaluation, Organizational Intervention, and Dissemination/Management. While the profile of services (need) changed to some degree from the first to the second and third years, it basically remained the same during Years II and III. D/D and SF needs were also similar during the three years.

Who Participated in Technical Assistance Activities?

TAB usage records reveal that all NDN clients (N=203)[1] received some form of personalized technical assistance (e.g. consultation, workshop) during the three year contract period. In addition, technical assistance was provided to over 200 individuals representing State Education Agencies (N=31), Educational Laboratories, Regional Offices (ROEPs), and Local Educational Agencies. An examination of the usage data for each yearly period provides certain interesting results as shown in Figure 3.

Figure 3

PERCENTAGE OF DIFFERENT NDN CLIENTS INVOLVED IN PERSONALIZED TECHNICAL ASSISTANCE ACTIVITIES DURING YEARS I, II, AND III OF TAB CONTRACT



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[1] Based on average of 127 D/Ds and 76 SFs (including 20 Texas SFs).

This chart indicates that:

- --TAB attracted approximately 40 percent new system users from Year I to Year II
- --Of those clients who used TAB during the first year, 99% continued to use the system in the second and third years
- --The number of different D/Ds using TAB from year to year was similar to the number of SFs involved in yearly activities

In addition to the number of different system users, a second usage question relates to the frequency of client participation in TAB events. The records indicate that over 1600 personalized technical assistance transactions[1] occurred over the three year period. Dividing this figure by the total number of clients in the NDN (N=203) yields a quotient of 8. This indicates therefore, that the average NDN D/D or SF participated in at least 8 technical assistance events over a three year period (range 1-14). As shown below the usage rate was significantly higher in the second and third years as compared

	Number of Transactions	Usage Rate
Year I	248	1.22
Year II	676	3.33
Year III	678	3.33
Total	1602	7.89

---

[1] A transaction is defined as a person-activity occurrence. Because TA activities can involve multiple clients, the number of transactions is generally higher than the number of activities or TA events. For example, if 17 SFs participated in a workshop, we would consider that 17 transactions. Thus, while TAB sponsored 794 events, the number of transactions was significantly higher at 1600.

to the first year. Further analysis revealed no major differences in usage between SFs and D/Ds.

In summary, technical assistance activities involved all NDN clients at least once during the contract period. The average client, furthermore, participated in personalized encounters (consultations, workshops, sharing sessions) approximately eight times. The frequency of usage did not differ between SFs and D/Ds. However, differences were observable across the three years, with transactions in Years II and III being significantly higher than those in the first year.

How Were Technical Assistance Services Provided?

TAB activities were conducted through one or more of the following delivery modes:

1. CONSULTATIONS: Focused technical assistance encounters involving direct consultation were arranged for individual projects. These occurred through site visits, telephone discussion and/or the provision of written material/products.

2. WORKSHOPS/CONFERENCES/PRESENTATIONS: Technical assistance/work sessions focusing upon targeted issues or needs were sponsored for various project groupings.

3. SHARING MEETINGS: Group sessions were convened for the primary purpose of information sharing related to specific topics or areas.

4. RESOURCE PACKAGES: Materials were prepared for general dissemination. These included workshop packets, resource listings, manuals, sample forms and procedures, excerpts from books, articles, etc.

5. LINKAGES: Arranging for clients to attend activities sponsored by other agencies.

The number of activities and transactions for each personalized delivery mode (all modes, excluding Resource Packages) are found below.

Service Delivery Mode	Activities		Transactions	
Consultations	679	(86%)	679	(43%)
Workshops	69	(9%)	700	(44%)
Sharing Sessions	30	(3%)	209	(12%)
Linkages	14	(2%)	14	(1%)
TOTAL	792		1602	

As this chart indicates, individual consultations accounted for most of the technical assistance services provided (86%). However, a significant number of group events were arranged--approximately 100--which reached a broad spectrum of the client system. In comparing the number of transactions which occurred through the various delivery modes, it is apparent that the workshops and sharing sessions attracted a higher number of NDN users than did the consultations; yet, 43 percent of all transactions were arranged through the consultative mode which attests to the highly personalized and individualized nature of TAB service delivery.

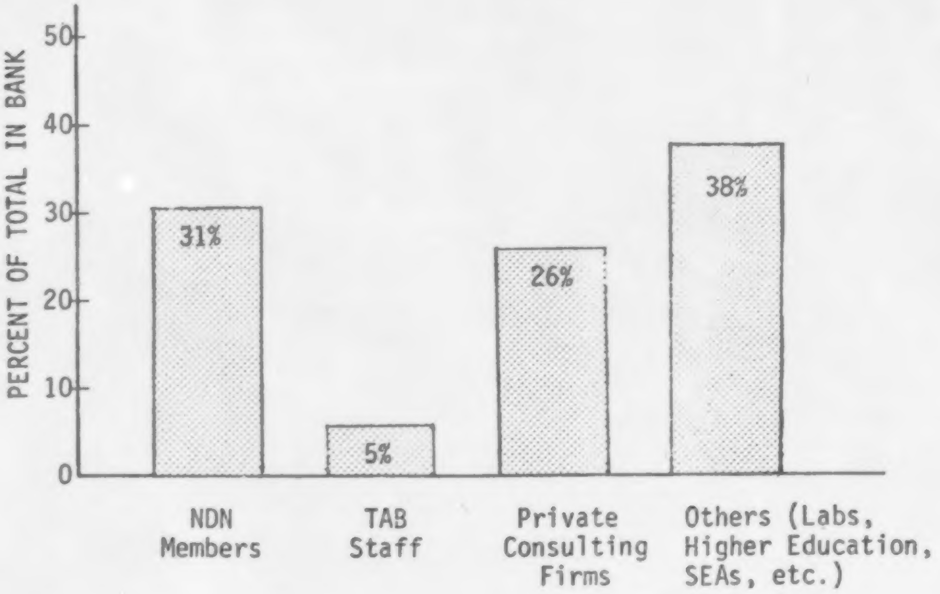
A review of the service delivery records by contract year reveals that the delivery modes changed from the first to the second and third years. Specifically, in Year I, group events accounted for only 16 percent of all transactions; by the second and third years, however, the number of group transactions increased to over 60 percent of the yearly transactions.

In examining the differences in delivery mode by client types, the records further reveal that D/Ds used consultations as often as the group modes. SFs, however, generally preferred the group mode; in fact, two-thirds of all SF transactions occurred through workshops and sharing sessions, while only one-third occurred through consultations.

The various consultations, workshop/conferences, and sharing sessions were conducted (or facilitated) by members of the TAB Consultant Resource Bank. A total of 355 individuals, representing diverse skill areas, were in this bank (see Figure 4). Central records

Figure 4

PERCENTAGE OF CONSULTANTS IN TAB RESOURCE BANK PARTITIONED ACCORDING TO TYPE



indicate that of the 355 consultants, more than half (51%) were active in the system. These 182 individuals represented all skill areas (e.g., evaluation, public relations, management, etc.), all consultant types, and were located in 36 different states.

On the following pages, more detailed information is provided regarding the nature of technical assistance services sponsored by TAB. To give a flavor of TAB "in the field", three examples of onsite consultations are described on page . Pages provide brief descriptions of the group events arranged by TAB during the three-year contract period. Finally, on pages the Resource Packets distributed by the system are listed.

ONSITE CONSULTATION EXAMPLES

NEED AREA:	Materials Development	Management	Evaluation
SPECIFIC PURPOSE:	The session was arranged to assist the client (an experienced Developer/Demonstrator) in revising the text and appearance of a first level awareness brochure.	This onsite visit was arranged to assist a new D/D in developing plans/guidelines related to several aspects of the diffusion process: 1. allocating staff time/resources effectively; 2. designing appropriate training strategies; 3. selecting, negotiating with, and assessing potential adopters.	This consultation was arranged to provide an experienced State Facilitator with assistance in determining the status of adoptions in the state.
DESCRIPTION OF ENCOUNTER:	The consultant and client met on three separate occasions to facilitate the completion of this technical assistance task. During the initial session the consultant was provided with an overview of the project, and copies of relevant program materials. Based upon the project information, the consultant prepared an outline of material to be included in the brochure for project review and input. In subsequent meetings the project staff and consultant worked together to develop final copy based upon the initial outline. The consultant then contacted a graphic artist to design a layout for tha approved copy.	During the two-day meeting, the consultant provided a detailed outline of the diffusion process from awareness to follow-up. Emphasis was placed on training design considerations and decision rules for selecting potential adopter sites and for allocating resources. As an outcome of the session, 1. a process for designing training presentations was developed; 2. recommendations for gathering needs assessment information were given; 3. an awareness selection strategy was developed; and 4. procedures for revising training and implementation were specified. The consultant also helped the client develop plans for reducing the number of adopter sites with which the project would be involved.	The client and consultant reviewed the SF program including the existing evaluation design and the types of information which had previously been gathered. The consultant then discussed ways in which information could be managed effectively and then used to construct profiles of adopting sites according to level of participation, type of participant, extent of SF and D/D involvement, etc.
FOLLOW-UP:	Working through the RSU, the consultant agreed to provide follow-up services by meeting with the graphic artist and printer as necessary to ensure completion of the task as planned.	While no special follow-up activities were cited, the consultant indicated that the client would undoubtedly need TAB's assistance as plans were operationalized.	As a follow-up to this session, the consultant agreed to provide the client with an instrument to monitor adoption sites.

TAB Workshops and Sharing Sessions

Evaluation

Workshops

- Levels of Use Training Workshop - RSU I: A "Levels of Use" Training workshop was sponsored for Region I clients in December, 1978. The two-day session was presented by Gene Hall to six Region I SFs and one D/D, and focused on the CBAM model for determining adopter implementation.

- Evaluation Training Workshop - RSU I: RSU I Evaluation Cadre members conducted a two-day workshop for 26 Title IV-C Adopter Grant recipients. The workshop was the first in a series of basic evaluation sessions designed to improve the evaluation capabilities of schools adopting NDN programs. The session was held in November, 1979.

- Evaluation Workshop - RSU II: Eighteen RSU II SFs and D/Ds and three clients from other regions attended an RSU II sponsored Evaluation Workshop held in March, 1979. The session presented an overview of evaluation issues, examined specific evaluation strategies, and provided participants with an opportunity to discuss evaluation concerns and share project plans and documents.

- Evaluation Workshop - RSU II: This workshop sponsored in June, 1979, served as a forum for discussing implementation evaluation strategies. Topics for the session included: identifying D/D key elements, procedures for assessing levels of implementation, and D/D - SF mutual responsibilities for evaluation. Fifteen SFs and D/Ds attended this two-day session.

- JDRP Workshop - RSU II: This workshop held in December, 1979, provided Title IV-C Directors and their representatives with a step-by-step guide to the JDRP process. A total of 49 representatives from Ohio, Illinois, Minnesota, and Nebraska attended.

- Evaluation Implementation Workshop - RSU II: Sixteen RSU II clients attended an implementation evaluation workshop in May, 1980. Workshop facilitators Marvin Pasch, Gary Hoeltke, Eric Gordon, and Art Yonke, addressed the following topics: interface between management and implementation evaluation; core elements; adoption agreements; intervention strategies; preparing an evaluation plan; evaluation instruments; and data collection activities. Consultants provided individual consultation as well as leading the group sessions.

- JDRP Workshop - RSU III: This workshop was conducted for LEAs in Virginia and Georgia who had been identified as being potential exemplary projects. The fifty-seven participants who attended were introduced to such topics as: a) evidence of effectiveness; b) the IVD process; c) the NDN and the role of the D/D; d) evaluation; and e) the JDRP process. The session was held in May, 1979.

- Regional Dissemination Forum-Evaluation Workshop - RSU III: During this workshop, Dr. John Newfield reviewed his research with various D/Ds on measuring the fidelity of adoptions. Jim Wise also presented. Specific topics included: a) defining implementation; b) the need to measure fidelity of implementation; c) measuring implementation and fidelity; and d) "level of use" as an interview-based assessment of program implementation. Additional sessions focused on a delineation of criteria for a successful State Facilitator Project, and criteria for successful adoptions.

- Evaluation Workshops - RSU III: Region III sponsored three evaluation workshops in December, 1979, for D/Ds and SFs to help them meet the evaluation requirements in the grant applications. Small group skill-building sessions were held in specific areas of concern: developing guidelines for adopters; developing instruments; identifying core components, etc. All clients in the region attended the workshops.

- JDRP Skill Building Workshop - RSU III: Consultant, James Wise, conducted a JDRP workshop for Tennessee projects seeking national validation. The two-day session provided participants with an overview of the JDRP process and offered suggestions for upgrading evaluation plans to meet JDRP criteria. The workshop was held in January, 1980.

- JDRP Workshop - RSU IV: Region IV presented two sessions on the JDRP process during the Texas State Facilitator Awareness Conference held in February, 1979. The purpose of the sessions was to acquaint participants with the procedures that school districts must undertake in submitting programs to the JDRP for review and subsequent approval as exemplary programs. Most of the 45 workshop participants were local school district, Texas Education Agency, and U.S. Office of Education personnel. The publication, "Getting It All Together... the JDRP Process", developed by RSU IV, provided participants with a step-by-step guide to the JDRP process.

- JDRP Workshop - RSU IV: Thirty SFs from region IV attended this session, held in June, 1979. Emphasis of the workshop was on rules, regulations, and procedures involved in JDRP validation. Susan Klein from NIE, Fred Fifer, Carol Dickson, and Bob Grobe presented.

- Evaluation Seminar - RSU IV: To assist SFs and D/Ds with the development and implementation of evaluation processes, RSU IV sponsored a one and one-half day evaluation session for clients in the region.

Topics included: Understanding the purposes of evaluation; managing evaluations; evaluating the diffusion process using a comprehensive framework; tailoring evaluations to project needs; gathering data to meet the needs of DER. An evaluation workbook designed specifically for the session was provided to the 27 clients who attended. The session was conducted in October, 1979

- Evaluation Seminar for Texas SFs - RSU IV: The 20 Texas SFs attended a one day TAB evaluation workshop designed to gather task-related input for the 1980 State Dissemination Grant application. In addition to such activities as writing sample objectives based on facilitator functions, and a roundtable discussion of sequential tasks performed by SFs, workshop participants were presented with an overview of USOE proposal guidelines related to evaluation, and a potential method for designing evaluation of SF projects. The workshop was held in November, 1979.

- Evaluation Workshop - RSU V: In March, 1978, Region V conducted a two-day workshop for SFs related to evaluation issues. Ten Region V SFs attended the session which was devoted to identifying information needs and policy issues regarding evaluation, in order to provide the SFs with subsequent evaluation strategies for their states. A presentation on the Federal evaluation perspective was made by a representative from DER, and regional evaluation consultants presented sessions related to evaluation techniques for SFs. A workshop packet was also handed out to participating SFs which contained examples of evaluation material used by various SF projects in the NDN. This packet was also disseminated to other TAB RSUs for use throughout the system.

- JDRP/Adult Education Projects Workshop - RSU V: At the request of DER, a workshop on the JDRP process was conducted in March, 1978, in Region V for three California Adult Education programs. The one-day workshop reviewed steps necessary for submission. Recommendations were made to project directors for further data collection to strengthen their chances for future submission.

- Evaluation Workshop - RSU V: Designed to help D/D projects with their evaluation plans, the workshop focused on the following topics: an overview of NDN requirements; developing documentation and evaluation procedures, and using alternative collection procedures and reporting formats. Six D/Ds attended.

- Regional Conference - RSU V, Evaluating the NDN Adoption Process: As part of RSU V's Regional Conference held in October, 1979, for D/Ds and SFs, a small group seminar was conducted in evaluation. The seminar addressed techniques for evaluating the NDN adoption process, from awareness through implementation and follow-up. A guidebook prepared by the RSU V Evaluation Cadre was distributed to all those attending; the book was the focal point for the session.

Sharing Sessions

- Portsmouth, New Hampshire Meeting - RSU I: A session related to evaluation issues was convened in November, 1978, which involved the Northern Section of Region I clients. Six D/Ds and five SFs were present at this meeting to exchange information related to exploring Title I TACs and their potential use in the NDN context. This interagency meeting also involved USOE Region I and RMC-TAC personnel to discuss evaluation issues from the Federal perspective.

- King of Prussia, Pennsylvania Meeting - RSU I: A second meeting related to the above mentioned issues was also sponsored by Region I for its Southern Section clients. Seven D/Ds and four SFs attended this two-day, November, 1978 session which involved USOE Region III office personnel.

- Evaluation Planning - RSU I: Two day-long planning sessions, particularly devoted to project evaluation were sponsored for region I clients in April and May, 1979. All RSU I clients attended.

Organizational Intervention

Workshops

- Situational Leadership Model Workshops - all RSUs: Sixteen different workshops were conducted during a two-year period related to the Situational Leadershop Model (Hersey-Blanchard). The workshops were conducted either by Fred Hayan, RSU II, or members of the Leadership Cadre. The Model focuses on a variety of organizational development issues including terminology and vocabulary associated with leadership; perspectives and patterns of behavior in organizations; and structures, instruments, and models for diagnosing organizational behavior. This workshop was adapted to NDN needs and turnkey training was given to various SFs and D/Ds throughout all regions. Over 100 different NDN clients attended these workshops.

- Concerns-Based Consulting Skills Workshop - RSU II: A two-day regional workshop led by Greg Goodman of CEMREL and Dick Brickley, Pennsylvania SF, was held in Des Moines, Iowa during September, 1979 for all clients in TAB Region II. This workshop provided SFs and D/Ds with an overview of "Stages of Concern"--a concept developed by the Texas R & D Center. Nineteen experienced SFs, D/Ds and SEA representatives from Region II attended.

- Introductory CBAM Workshop - RSU II: RSU II sponsored an introductory level Concerns-Based Adoption Model Workshop in Iowa for 15 projects.

The session, held in February, 1980, provided an opportunity for regional clients to develop knowledge and utilization skills in the CBAM techniques. Three CBAM concepts were discussed: Levels of Use, Stages of Concern, and Innovation Configurations.

- Consultation Skills Workshop - RSU IV: Sponsored by RSU IV, this workshop was designed to address four SF and D/D priority tasks: a) organization diagnosis; b) identification of support mechanisms; c) development of implementation plans with adopters; and, d) identification of appropriate monitoring and follow-up activities. Participants were provided with an opportunity to sharpen their skills as communicators and to develop new skills in this area. Fifteen SFs and D/Ds attended.

- Post Adoption Workshop - RSU V: Offered in conjunction with the regional SF meeting in Sparks, Nevada, this RSU V workshop was designed to obtain consensus on objectives and issues relevant to each phase in the post adoption process. The workshop covered such topics as adoption agreements, communications and monitoring, and locating trunkey trainers. Nineteen D/D and SF projects attended.

Sharing Sessions

- Leadership Sharing Sessions - RSU II: Several NDN clients were members of the Leadership Cadre. This group met a number of times during a two-year period to discuss their role regarding training in the Situational Leadership Model. The group worked together to develop training packages for NDN projects. A national meeting of the Cadre was held in November, 1979; eight clients attended.

- Rural Concerns Sharing Sessions - RSU II: The issue of organization intervention in rural areas was a prime concern of clients in RSU II. As a result, a rural concerns committee comprised of RSU II SFs was formed to discuss and share insights related to working with rural school districts. Over a two-year period this group met regularly, discussing such topics as: management concerns in rural areas; evaluation work with rural districts; and, general dissemination issues. These sharing sessions were facilitated by TAB.

- CBCS Workshop Follow-up - RSU II: Four SFs and D/Ds met following the CBCS Workshop held in September, 1979 to discuss ways in which the model could be adapted to meet NDN needs. The discussion also focused upon the adoption process and the role of SFs and D/Ds as change agents.

Workshops

- Dissemination/Diffusion Workshops for the Massachusetts SED - RSU I: A series of five workshops were arranged for the Massachusetts SED dealing with a variety of general dissemination topics. Among those topics presented were: a) management of diffusion efforts; b) readying a program for general diffusion; c) the role of the NDN and TAB; d) awareness techniques such as audio-visual materials, newsletters, etc. that can be used to publicize new programs.

- Planning/Management Workshop - RSU I: This session involved TA planning with Regional Follow-throughs to develop and individualize their TA profiles and work plans for the year. The workshop was held in May, 1979.

- Regional TAB Conference - RSU I, "Innovation Configurations": During an August, 1979 conference attended by 31 NDN projects, Gene Hall provided an overview session related to the CBAM concept, "Innovation Configurations." Clients were provided with an opportunity to work in small groups and identify the key elements of NDN programs. The identification of key elements was viewed as an important first step in the dissemination process.

- Regional TAB Meeting, Waterville Valley - RSU I, "Innovation Configurations": During a 1980 RSU I sharing conference, new D/Ds in the region were provided with the Innovation Configurations Workshop. Gene Hall conducted the session which primarily focused upon identification of Key Elements.

- Management Workshop - RSU IV: A three-day training session on project management was held for RSU IV SFs in November, 1979. The session covered the development of project management skills, planning, operational control, work plan and timelines, budget information systems, problem-solving and implementing change. The session was conducted by John McAdams, Director of Project Management Basic Principles (philadelphia, D/D).

- Orientation Workshop - RSU V: In December, 1978, RSU V sponsored a two-day workshop for the newly funded SFs in the region. The workshop focused upon planning and management issues and was facilitated through presentations made by several experienced SFs and D/Ds. Also involved in consulting aspects of the workshop were representatives of the ED Materials/Support Center. A workshop packet was distributed during the session and included materials related to establishing management plans and facilitating group processes.

- Diffusion Workshop - RSU V: This workshop, conducted in June, 1979, involved Title IV-C Facilitators, SEA Dissemination personnel, 23 Title IV-C Project and the SF office in California in training in the use of the Diffusion Simulation Game.

- Regional Conference - RSU V: There were two primary thrusts to this Regional Conference (October, 1974) which attracted over 60 NDN clients: introducing new D/Ds into Region V; and strengthening D/D-SF relationships. The conference included project presentations by new D/Ds; work groups for D/Ds and SFs to "negotiate differences"; and small group sessions in evaluation, organizational analysis, computer applications to NDN operations.

- NDN Orientation Conference - TAB: TAB and ED jointly sponsored an initial training session to introduce new D/Ds to the NDN. Major topics of the conference included: the context of dissemination; developing awareness materials; developing an overall diffusion plan; developing an internal management plan; developing evaluation guidelines. The three-day conference held in October, 1979, was attended by all 40 new D/Ds as well as representatives from the five TAB regions and the CSU, ED, and DER.

Sharing Sessions

- Regional TAB Meeting - RSU I: A regional sharing meeting for all RSU I clients was held in Newport Rhode Island in August, 1979. A variety of topics were discussed during the session, including the Task Analysis, responsibilities of the ROEP Office, and the roles of SFs and D/Ds.

- Regional TAB Meeting, Waterville Valley - RSU I: This regional sharing event held in February, was organized to provide assistance to three client subgroups: new Developer/Demonstrators, experienced D/Ds, and SFs. Three sessions were specifically targeted towards new D/Ds: A Follow-up to the Initial Training Conference (NDN Orientation); An Overview to Innovation Configurations; and Considerations in Training Design. Sessions aimed at the experienced D/Ds and SFs related to certified trainer issues, evaluation, and adoption monitoring.

- Follow-Through Sharing Session - RSU II: RSU II held a meeting for all Follow-Through Projects in the region in June, 1979. The general purpose was to discuss dissemination and management issues.

- Sharing Session of Validated Projects - RSU II: In October, 1979, RSU II hosted a meeting of the Minnesota State Validated Projects and newly funded D/Ds to share dissemination strategies for the coming year. SF and SDE people from Minnesota joined the D/Ds in a discussion of Title IV-C in Minnesota.

- D/D Sharing Success Strategies - RSU II: Nine D/Ds from region II met in May, 1980, to discuss and share successful D/D strategies for awareness, training, follow-up, communication, evaluation, and SF-D/D relationships.

- Task Analysis Sharing Session - RSU V: Several D/Ds from Region V met to discuss the TAB Task Analysis. The meeting was held in June, 1979.

Public Relations/Communication

Workshops

- Communications Workshop - RSU I: TAB consultant, Robert Hanson, gave a two-day workshop on interpersonal communications skills for the Vermont SEA Dissemination Office. The workshop was conducted in August, 1979.

- Public Relations Workshop - RSU II: Fifteen NDN clients attended this RSU II workshop (November, 1979) which focused on developing public relations and marketing strategies to better reach audiences and disseminate project information. William Banach of the National School Public Relations Association presented active marketing strategies for schools, and discussed publications and packaging techniques and resources.

- Public Relations Workshop - RSU II: Overcoming "Stagefright" was the topic of a TAB RSU II workshop held in Milwaukee in March, 1980, and conducted by Feld and Associates. This consulting firm assisted D/Ds and SFs with techniques to strengthen their public speaking skills. Video-taping sessions were used to expand the awareness of one's physical self, gestures, and habits. Overall participants viewed the session as highly successful.

- Regional Dissemination Forum-Marketing/Public Relations Workshop - RSU III: David Harper of Ad Vantage Advertising presented this workshop on "What is Publicity and Where Do I Get It?" It covered P.R. Campaigns (for the community, and "in house") and emphasized (1) credibility building; (2) newspaper releases; (3) writing magazine articles and getting them published; (4) radio and television "spot" and how to get on the air; and (5) special productions such as tape/slide presentations.

- Publicity Workshop - RSU V: A two-day workshop conducted by a public relations firm, the Orsborn Group, was held for Region V clients in November, 1978. The workshop covered a wide range of public relations techniques--from how to write a press release to how to get your project featured in the local media. A workshop packet was prepared which included such TAB products as: "Help is on the Way: and "Tips on Awareness Presentations", in addition to sample news releases. Fourteen SFs and D/Ds attended the session. This workshop was repeated for RSU II and IV clients in April, 1979.

- Training Designs Workshop - RSU V: This workshop (April, 1980) offered a presentation of the Inservice Model used by Teaching Research. It was designed as a forum in which D/Ds could share information and strategies for developing and maintaining turnkey trainers and satellite sites. Eighteen RSU V clients attended.

Sharing Sessions

- TAB/NDN Public Information Task Force Planning Meeting - CSU: TAB Director, Mary Ann Lachat, coordinated a meeting of DER representatives, RSU staff, experienced D/Ds and SFs, and a representative from the ED Materials/Support Center in Washington, D.C. on September 19-20, 1979. Discussions centered on bringing the NDN message to a broader spectrum of the public.

Materials Development/Packaging

Workshops

- Manual Preparation Workshop - RSU IV: A two-day workshop related to material preparation was conducted in May, 1978 for 10 regional clients. Lillian White-Stevens led the session.

- Packaging Workshop - RSU I: Held for the Vermont SEA Dissemination staff and Title IV-C projects, this workshop provided training in writing and packaging project materials for the purpose of dissemination. Lillian White-Stevens conducted the session.

- Presentation for the Illinois SEA - RSU II: RSU II was requested by the Illinois SEA to sponsor a presentation at their two-day conference for D/Ds in September. The presentation was aimed at familiarizing the participating D/Ds with basic dissemination techniques, particularly the preparation and packaging of their materials.

Workshops

- Midwest Dissemination Forum - RSU II: This 3-day Forum, co-sponsored by TAB, CEMREL, and ROEPs V and VII addressed the role of dissemination in school improvement efforts. The thrust was to broaden knowledge of resources in reading, mathematics, and oral/written communication among various educational groups. The Forum was held in October, 1979.

- Southeastern State Facilitator - Developer/Demonstrator Project Conference - RSU III: For Region III SFs and D/Ds, a two-day conference was convened in Atlanta, Georgia in early December, 1978. The intent of this collaborative, interagency conference was to provide SFs, D/Ds and various agencies and institutions designated as regional resources, an opportunity to exchange experiences, concerns, successes and professional techniques. Present at the conference were 17 D/Ds, SFs, and Follow-Through clients. Presenters represented a variety of agencies and institutions. Among these were USOE/DER, the HEW Atlanta Dissemination Office, the Southeastern R&D Consortium, Appalachia Educational Lab, Syracuse University Teachers Center, and the Appalachian Educational Satellite Program.

- Regional Education Improvement Forum - RSU III: This Forum co-sponsored by AEL, ROEPs III and IV, and RBS had three objectives: 1) to assist educators in identifying and implementing solutions to educational problems; 2) to promote collaboration/coordination among agencies; 3) to identify and link key educators addressing educational improvement needs. 16 SFs and D/Ds as well as representatives from seven State Departments of Education attended the two-day conference, held in October, 1979.

- RSU IV - Regional Dissemination Forum - RSU IV: During August, TAB RSU IV co-sponsored a major forum with ROEP VI, SEDL, and ERIC/CRESS for all clients in that region with an interest in and/or involvement with dissemination efforts. Mary Ann Lachat and Ann Bennett presented TAB as a TA system from both a national and regional perspective. Participants had an opportunity to become more familiar with a variety of dissemination/technical assistance agencies. In addition, they were able to discuss their concerns and explore future directions with national dissemination leaders, and state and regional colleagues.

- National Career Education Conference - CSU: During a national conference sponsored by the Northwest Regional Educational Laboratory, TAB presented a series of workshop sessions related to dissemination and the NDN. Specific topics included: a) Validation Issues and the IVD Process; b) JDRP Approval of Career Education Activities; c) Hooking up with the NDN; and d) Marketing Career Education. State Career Education Coordinators from 28 states, and eight career education D/Ds attended the session.

Sharing Sessions

- Sharing Session - RSU I: During TAB's first year of operations, two sharing sessions were convened with RSU I clients. The purpose of the meetings was information exchange related to a variety of topics.

- New England RECON-RSU I Meeting - RSU I: In February, 1980, RSU I hosted the New England RECON meeting. The purpose of the meeting was to discuss strategies for moving exemplary projects across state lines within Region I. The agenda was developed by the ROEP Office in Boston, and the meeting was chaired by Tom Burns, director of that office.

- BEH/NDN Sharing Session - RSU II: At the request of DER, TAB RSU II sponsored a sharing session to promote understanding among the subnetwork of D/D projects developed by the Bureau of Education for the Handicapped. Drew Lebby, DER Project Officer, Bill Swan of BEH, in cooperation with TAB called together 12 BEH D/Ds, five SFs, and five State Implementation Grant Coordinators to discuss increasing cooperative efforts between BEH D/Ds and the NDN. A representative from ERIC Clearinghouse on Handicapped and Gifted also attended to provide information on resources available from ERIC.

- Higher Education Sharing Sessions - RSU III: In an effort to establish working relationships between the NDN and institutions of higher education, several TAB clients and consultants participated in TAB/IHE sharing meetings. The purpose of the meetings was to: 1) further define the relationship of the NDN and IHE's, and facilitate this relationship.

Technology

Workshops

- Regional Conference - RSU V, Computer Utilization: In conjunction with RSU V's Regional Conference for D/Ds and SFs, a small group workshop was conducted relating to computer utilization. Presenter, John Schlotfeldt discussed ways that micro-computers can be used to store and report information.

Sharing Sessions

- Computer Technology Meeting - RSU I: A meeting between RSU I staff and the Maine SF was held for the purpose of coordinating computer program development activities with regard to the NDN. The Maine SF is a field test site for RSU II's computer study.
- Computer Capabilities Meeting - RSU II: Region II held an exploration and planning meeting in late October, 1978, related to computer capabilities and NDN project needs. Those in attendance were RSU II staff, the Illinois, Michigan and Missouri SFs, and a representative of the computer industry.
- Computer Technology Task Force Meeting - RSU II: A planning meeting (August, 1979) was held with SFs representing TAB Regions I, II, and V, and a Computer Technology consultant to discuss applications and capabilities of computers as they related to NDN project needs. This Task Force is being coordinated for TAB/NDN by Ellen Meier of RSU II. The meeting resulted in specific guidelines for interfacing some of the SF projects' approaches to data management.

Resources Distributed by TAB During Consultations, Workshops, and Conferences

Evaluation

- Sample Strategies for Dissemination-Related Evaluation, by Peter Treadway and Donald P. Horst, RMC Research Corporation, California, for TAB CSU

- Tips for Collecting Impact Data from Adoption Sites, by Bonnie Tenenbaum, Portola Valley, CA, for TAB CSU

- What Are the Chances? Or Enhancing the Probability Adopters Will Really Implement a Project, by Peter Treadway, RMC Research Corporation, CA, for TAB CSU

- NDN Evaluation Questions and Answers and Evaluation Tips for D/Ds and SFs, by Evelyn Ogden and Marilyn Musumeci, TAB CSU

- Excerpt from: A Review of the Adoption/Adaption Process in New Hampshire: Six Case Studies, prepared by Kappa Systems, Inc., for New Hampshire Facilitator Center and Title IV-C Office, New Hampshire

- Evaluation Design for FY-80 for New Hampshire Facilitator Project, by Glen Belden and Dennis Collins

- Michigan Facilitator Project Impact Evaluation Process for NDN

- Evaluation of the Implementation of a Program of Adaptive Education at the Second Grade (1972-73) by Gaea Leinhardt, Learning Research and Development Center, University of Pittsburg

- Resources for the Evaluation of an NDN State Facilitator, prepared by Bonnie Tenenbaum with advice from Thel Kocher and Glen Belden

- New York State Facilitator Project Sample Evaluation Instruments

- On the Risk of Appraising Non-Events in Program Evaluation, by W.W. Charter, Jr., Center for Advanced Study in the Behavioral Sciences and John E. Jones, Center for Educational Policy and Management. (Excerpted from: Educational Researcher, November, 1973)

- Getting It All Together - The JDRP Process, Ann Bennett and Fred Fifer, RSU IV.

- *Degree of Implementation as a Critical Variable in Program Evaluation*, Robert J. Hess and David R. Buckholdt, CEMREL, Inc.
- *The Application of a Model for Investigating Classroom Processes*, by William Cooley and Gaea Leinhardt, LRDC, University of Pittsburgh
- Selected readings from *How to Measure Program Implementation* by Lynn Lyons Morris and Carol Taylor FitzGibbon, CSE, University of California
- *Vocational Reading Power Project, Follow-up Report Instructors; Follow-up Report, Coordinator*
- *An Impact Evaluation Study of the New Model Me Adoption at Oakfield-Alabama High School*, by Marvin Pasch, Cleveland State University
- Excerpt from *The Practice of Evaluation* by Clare Rose and Glenn F. Nyre, ERIC Clearinghouse, Princeton, NJ
- *Evaluating the Impact of the New Model Me--An Evaluation Design*, by Marvin Pasch, Cleveland State University
- *RRR Questionnaire*, prepared by Selection Research, Inc.
- *Identifying the Key Elements of an Educational Project*, prepared by Selection Research, Inc.
- *Early and Continued Intervention for the Disabled Learner Program Implementation Scale*, prepared by Selection Research, Inc.
- *Levels of Use of the Innovation*, Gene Hall, Susan Loucks, William Rutherford, Beulah Newlove, University of Texas
- *Validation Workshop Model*, RSU III
- *Measuring the Degree of Program Implementation*, John Newfield, University of Georgia
- *Resource Evaluation Guide*, RSU IV Task Force, 1979
- *Hawaii State Facilitator Evaluation Plan*
- *Operation of the Exemplary Project*, Bonnie Tenenbaum
- *Impact of Adoption of Exemplary Project*, Bonnie Tenenbaum
- *Minimum Criteria for Adoption/Adaption of Exemplary Programs*, Bonnie Tenenbaum
- *Evaluating the Adoption Process in the NDN--A Working Framework*, by Stuart Horsfall, Colorado SF, for RSU V.

Organizational Intervention

- Urban Education -- The NDN Connection, Part I, by Evelyn Ogden and Marilyn Musumeci, Capla Associates, Rochelle Park, NJ, for TAB CSU
- Urban Education -- The NDN Connection, Part II, by Laura Higgins, ECOS Training Institute, NY, and Barry Kaufman, City University, NY, for TAB CSU
- Nonpublic Schools Are Part of the NDN -- Or They Should Be, by Joseph Colmen, Education and Public Affairs, Washington, D.C., for TAB CSU
- Ideas that Work for Us, by John Rowe, New Model Me, Lakewood, Ohio, for RSU V
- Organizational Diagnosis--Six Places to Look for Trouble, by Marion R. Weisbond
- A Report on Facilitating Educational Change with Local School Districts, Project LINK
- Leadership Workshop Packet: Basic diagnostic instruments developed by Paul Hersey, Kenneth Blanchard, and Ronald Hambleton at the Center for Leadership Studies, California American University
- Leadership Management, prepared by Fred Hayen
- CBCS Workshop Packet: Including, "Procedures for Adopting Education Innovations Programs" (Texas R & D); "Concerns-Based Approach Facilitating Change" (Texas R & D)
- Management of Organizational Behavior - The Hersey and Blanchard publication dealing with management theory as it relates to human behavior within organizations was sent to a Region II SF.
- Innovative Projects: Making Them Standard Practice, by NWRL
- Resources on the Developer/Adopter Relationship, by The NETWORK, Andover, Mass
- Proposed Plan for Studying D/Ds and Adopting Units to Help Facilitate a "Match" Between D/D and LEA
- The Group Process - Facilitator Model, by Janice Druian, Northwest Regional Educational Laboratory

Management/Dissemination

- Survival Kit for Self-Sustaining Activities, by Ronald L. Capasso, Capla Associates, Rochelle Park, N.J., for TAB CSU
- Enhancing the Fiscal Base for NDN Adoptions, by Glendon Belden, RSU I
- Establishing a Management Plan - Planning Module for the Kansas Educator Dissemination Diffusion System, KEDDS Staff
- Goal Setting and Self-Improvement--A Personal Inventory
- Project Comparison Charts, Ed Materials Center
- Grant Related Income Materials - Region II prepared a packet of materials for several clients on managing grant income as it relates to proposal rules and regulations.
- LEA Project Selection Manual - Prepared by Charles Achilles for Region III, this paper deals with activities and procedures to utilize in selecting programs for NDN consideration.
- Diffusion Simulation Games - This resource was donated by Far West Laboratory Regional Service Programs to TAB-RSU V for use with TAB clients. Copies were loaned out to several clients in the region
- Innovation Configurations: Analysis of Innovations as Used, Gene Hall and Susan Loucks
- New D/D Initial Training Pre-Conference Packet - This packet contained the following items: Copy of NDN: A Success Story; information sheet on key contacts in the NDN with thumbnail sketches of their roles; a listing of newly funded D/D projects by category, project title, and location; a listing of the newly funded D/D projects by TAB Regional Service Unit assignment; a tentative agenda for the conference; a Pre-Training Assessment Form (to be completed prior to the conference); a Questions and Concerns Sheet (to be completed prior to the conference).
- Project Management Training Packet: Including a variety of management materials, prepared by RBS

Public Relations and Materials Development

- Help Is On The Way, by Stanley Whitehead - This manual helps the user to prepare graphic communication materials, giving some basic rules-of-thumb as well as methods for developing a first-level awareness brochure

- How to Plan a Successful Slide Presentation, by William J. Skumurski, Jr. The article provides planning, production, and presentation advice to the user in developing an awareness audiovisual
- Tips on Awareness Presentations, by TAB Region V
- In-Service Planning Guide: A Guide for Designing Effective In-Service Programs for Teachers, by The NETWORK, Andover, Mass.
- Considerations in Planning for a Specific Workshop. Excerpt from: Conducting Responsive Workshops, by the Staff of the Responsive Education Program, Far West Laboratory
- Publicity-How to Get It, Ad Vantage, Inc.
- User's Guide For Awareness Sessions
- Public Relations Workshop Packet: Including, sample news releases, prepared by The Orsborn Group; Teacher Magazine Writer's Guide for Article Submission; Core Journals by Guest Perry; The Library Educational Resource Center Periodical Subscriptions; How to Plan a Successful Slide Presentation, by William Skumurski, Jr.
- Association of Teacher Educators Presentation - RSU II: A similar presentation by RSU II was made at the Association of Teacher Educators Conference in Orlando, Florida in February

Other

- A Taxonomy of Technical Assistance Skills, by Evelyn Ogden and Marilyn Musumeci, Capla Associates, Rochelle Park, NJ, for TAB CSU
- D/D and SF Task Analysès, by Dennis Collins, Marilyn Musumeci, and Ellen Meier

NEWSLETTERS AND CALENDARS

In addition to this resource material, TAB responded to client need for better information exchange mechanisms by publishing bi-monthly regional newsletters and/or calendars of events. These publications provided the following types of information to clients:

a) dissemination activities being conducted by NDN members in the region;

b) technical assistance and training activities being conducted by TAB and other regional networks; and

c) summaries of news from the general dissemination/linkage community

TAB also provided an insert in the ED Newsletter to inform clients of nationwide TA activities.

Were Clients Satisfied With Services?

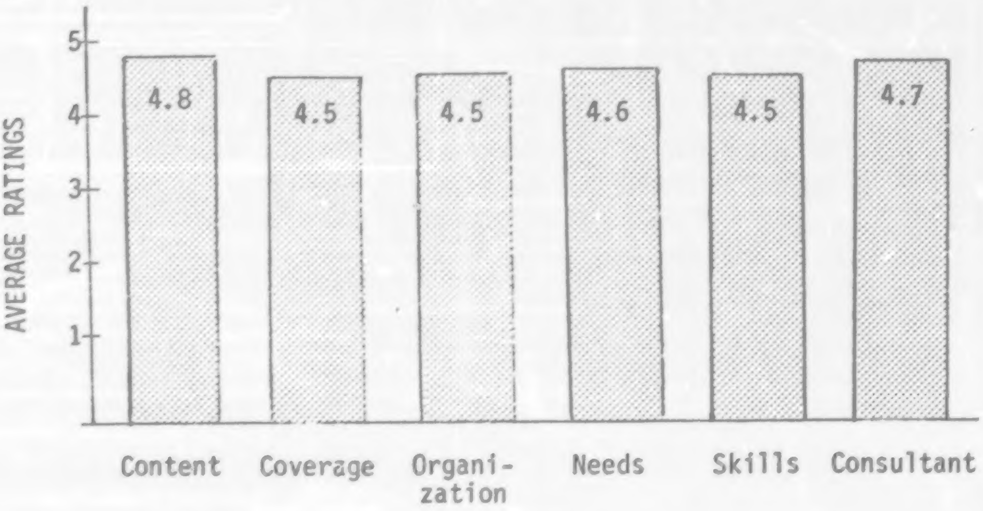
To determine client reactions to technical assistance activities, TAB distributed a short evaluation form which asked clients to rate various aspects of services along a five-point scale (5 = "high"; 1 = "low"). The specific items of interest were:

- Appropriateness of Content
- Thoroughness of Coverage
- Organization
- Effectiveness in Meeting Needs
- Effectiveness in Providing Skills
- Consultant Effectiveness

The findings, based on a 71 percent return, are shown in Figure 5; they indicate that TAB-sponsored events were indeed well received.

Figure 5

CLIENT RATINGS OF TAB ACTIVITIES



The high ratings were supported by such open-ended comments as:

> *"The session was well organized; the consultant had superior skills"*
>
> *"It is always a pleasure to work with TAB, the staff have pleasant and cooperative attitudes"*
>
> *"The consultant had skills related to my needs; she was personable and easy to work with"*
>
> *"I appreciated the consultant's resourcefulness... thank you for arranging such an excellent consultant for us"*
>
> *"The tremendous variety of valid courses of action which the consultant was able to suggest were most helpful"*
>
> *"We appreciated the consultant's knowledge and ability to remain on task"*

An additional level of client satisfaction relates to perceptions of change as a result of TA encounters. The TAB Site Reports provide a number of client statements reflecting such changes; they are listed below.

EXAMPLES OF CLIENT STATEMENTS INDICATING EVIDENCE OF CHANGE

> "We have a design and layout idea for our awareness brochure"
>
> "We selected a particular evaluation design to serve as a guide for pre-implementation field test planning"
>
> "We have a heightened awareness about how to develop a Parent Involvement Training Manual"
>
> "We developed an outline for a filmstrip"
>
> "Criteria for adopter implementation were established; staff monitoring guidelines were developed"
>
> "We devised a workshop evaluation form to meet our specific needs"

"Our adoption agreement was reviewed and critiqued; we revised the existing form based upon suggestions"

"I am now aware of DER evaluation requirements and how I can best be responsive"

"Adoption computer files were created and filled"

"We now have a model and a set of strategies for turnkey training"

"We are now prepared to revise our career educational materials based upon this consultation"

"We have a revised text for our awareness brochure"

"An evaluation packet was developed which includes timelines, surveys and checklists, monitoring information"

"We have a script for our slide-tape presentation"

In summary, the level of client satisfaction with TAB activities was quite high. Moreover, system events resulted in clear evidence of change.

MAJOR SYSTEM THRUSTS

As we have discussed, TAB activities during the three-year period spanned a broad array of content areas in response to client requests for technical assistance and system needs sensing strategies. In certain areas, where needs were commonly felt, TAB made a concerted effort to pool the initiatives of NDN actors, and to systematically organize the content and scope of technical assistance. The overall purpose of this effort was to expand the knowledge base of those providing technical assistance, share insights, and reach a set of common understandings. Activities were undertaken in six areas:

Evaluation
Leadership
School Improvement in Rural Schools
Higher Education and the NDN
Computer Utilization
Career Education

These areas are discussed in the sections which follow.

Evaluation

TAB systematically began to address the issue of evaluation at the NDN Winter Meeting in San Antonio in 1979. During that conference, the Central Service Unit organized a meeting of evaluation specialists representing the five Regional Service Units in order to reach a common understanding of DER evaluation policy requirements, and to recommend certain technical assistance responses in light of policy guidelines.

One of the major recommendations of the group was that each of the TAB regions form Evaluation Task Forces or Cadres to develop comprehensive regional approaches to evaluation. That recommendation was subsequently implemented, and in the months following San Antonio, the TAB cadres actively engaged in a variety of training and programming events to help D/Ds and SFs deal more effectively with evaluation concerns.

The meetings of the evaluation cadres are listed below in chronological order:

Evaluation Cadre Team Meeting - RSU I: An interregional meeting was held in late February, 1979 at LaGuardia Airport to explore ways to further involve TAB in evaluation. Participating in the meeting were representatives of TAC-New Hampshire, RSUs I and II, COPE, Magi (a private consulting firm), and the CSU.

Evaluation Cadre Meeting - RSU II: RSU II staff and several regional evaluation consultants met in mid-March, 1979 to review evaluation approaches appropriate to the NDN as well as alternative strategies for organizing TAB technical assistance in this area.

Evaluation Cadre Meeting - RSU III: Members of the RSU III Cadre met with the CSU to plan the June Evaluation Conference in this region.

Evaluation Cadre Meeting - RSU IV: The first meeting of RSU IV Evaluation Cadre members was held in May, 1979. Eight team members met to discuss such issues as: how to share information; formulating a regional evaluation plan; determining the current status of evaluation in the region. This cadre met in July for a two-day session to reach consensus on terminology and develop an evaluation model for the region. An August meeting was also arranged for the purpose of developing an evaluation resource guide for clients. As a result of these Task Force Meetings, the following resource was developed: Evaluation Resource Guide.

Evaluation Cadre Meeting - RSU V: Four members of the RSU V Evaluation Cadre met to discuss regional strategies. The meeting was held in June, 1979.

National Evaluation Task Force Meeting - CSU: In late August, 1979, the CSU organized a second national meeting for members of the TAB Regional Evaluation Cadres. The meeting was designed so that cadre members could share their experiences and discuss future issues. The meeting probed areas such as: (1) designing an evaluation guide for the new client group; (2) developing "transportable" workshops in high need areas, e.g., defining core elements, measuring program implementation, and impact evaluation; (3) determining DER evaluation needs requirements; and (4) interfacing with the formative evaluation design being developed by the Center for the Study of Evaluation. Cadre members made several recommendations in these areas, including the importance of viewing evaluation as an aid to program improvements. Emphasis was also placed upon the importance of identifying the core components of D/D projects, especially in terms of evaluation activities. Participants supported the cadre approach used in the Evaluation Program Strand, and requested additional interregional communications on evaluation activities planned within each region.

Cadre Meeting - RSU II: The four members of the RSU II Evaluation Cadre held a planning meeting to design a series of focused encounters to assist D/Ds and SFs with their grant applications. (November. 1979)

SEA and ROEP Evaluation Planning Session - RSU III: RSU III staff met with members of ROEP IV and SEA representatives from seven states to discuss the feasibility of planning a regionwide workshop to build evaluation capabilities of SEA consultants; the workshop would specifically address the IVD and JDRP processes. (November, 1979)

Cadre Sharing/Planning Session - RSU I: Members of this Cadre met to discuss the preparation of a JDRP submission on behalf of the National Association on Fire Prevention. (November, 1979)

Evaluation Cadre Meeting - RSU II: RSU II Evaluation Cadre members met with CSU representatives to discuss plans for the Implementation Evaluation Workshop scheduled in Region II. Cadre members also shared the results of individual consultation provided in conjunction with the grants workshop. (January, 1980)

As a result of the regional and national cadre activities, TAB's capacity to respond to client evaluation needs efficiently, consistently, and systematically, was greatly increased.

Leadership

Over the contract period, many SFs and D/Ds expressed interest in using a model which would assist them in their leadership role in schools. Subsequently, TAB supported the development of a series of workshops related to the Hersey-Blanchard Situational Leadership Model. This model is based on the notion that, while there are elements common in all organizations, situational differences significantly influence the management of human resources. The model focuses on behavior within organizations; the concern is on the interaction of people, motivation, and leadership skills.

Numerous D/Ds and SFs from all regions participated in leadership training sessions. These sessions focused on techniques for diagnosing the behavior of organizations and applying appropriate leadership behaviors to NDN-related situations.

After receiving training, several SFs and D/Ds were interested in pursuing the model. Subsequently, TAB formed a cadre which would serve as a nucleus for future discussions. This group met several times to discuss pertinent applications of the situational (adaptive) leadership model and to share/review materials. The cadre also worked on a feedback process to document the activities of this technical assistance in terms of the clients served and the resultant applications of the model.

TAB also sponsored a meeting in Minneapolis of higher education leaders to discuss developmental issues in the adaptive leadership model. Gene Hall of the Center for Research and Development in Teacher Education, University of Texas, met with Fred Hayen, RSU II Leadership Trainer, and representatives of the College of Education at the University of Minnesota: Norman Sprinthall, Howard Williams, and Kenneth Howey. The purpose of the meeting was to develop collaborative efforts in the area of leadership training for NDN members.

School Improvement in Rural Schools

The Rural Task Force worked primarily in Region II during the past contract period. Initiated originally by a group of midwest SFs concerned about effectively reaching rural schools, the group worked to raise the awareness of SFs and D/Ds in the NDN about rural school needs. The primary activity of the group during the past year was the development of a poster which addressed common misperceptions about rural areas, pointed out the strengths of rural education, and offered further information to those concerned about their dissemination efforts in rural communities. In addition, Region II began to pull together rural resource material to have available for NDN use.

The Task Force met several times and began to assess the need to expand itself to reflect the interest groups across the NDN. DER's Minority Task Force also requested that the Rural Task Force share their discussion as rural activities might relate to building minority participation in the NDN.

Finally, the Task Force put together a presentation for the National NDN meeting in June in which members shared their concerns about reaching rural audiences, described rural schools, their strengths and limitations, and also shared strategies for effectively working with staff of rural schools.

Higher Education and the NDN

The Higher Education Task Force was convened with an overall goal of exploring potential relationships with Institutes of Higher Education. The group of eleven NDN members (located in, or affiliated with, Institutes of Higher Education), met twice during the contract period under the coordination of Region III.

The Task Force identified four purposes for their work. These served as an organizing framework for their discussion:

1) Bring together representatives of IHEs and the NDN to discuss cooperative endeavors
2) Given a set of cooperative endeavors, identify the extent of involvement
3) Design strategies for creating awareness in the IHEs about the NDN
4) Develop strategies for cooperative opportunities between IHEs and the NDN

As detailed in their IHE/NDN Report (Fifer), the Task Force was very positive about the cooperative potential between IHEs and the NDN. Specifically, they explored four areas--research, development, training, and evaluation--which could serve as a focus for the dialogue. Within the research category, for instance, the Task Force felt there were a variety of areas for teaming; research projects and dissertation studies could provide vehicles for exploring NDN dissemination approaches, lifespan of D/Ds, quality adoptions and other issues of concern.

The group also discussed the possible contributions of IHEs in the area of general professional development through courses, institutes, and workships in cooperation with TAB. Finally, the Task Force felt that IHEs could cooperate with TAB to provide the NDN with information and assistance in specialized content areas such as evaluation.

The Task Force formally initiated dialogue about the potential of working more closely with Institutes of Higher Education. A list of recommendations was presented at the end of the report which emphasized NDN needs which could be met through Higher Education. The challenge for a future IHE special interest group will be to continue to develop the resources of IHEs as well as examining the ways in which the NDN serves as a resource for higher education.

Computer Utilization

The Computer Task Force was initiated by TAB in response to growing interest in computer technology with its implications for the NDN. Several NDN members were starting to use computers and the questions were beginning to grow: What should computers be used for? Who should be using them? Should there be a common format? Should the hardware be compatible? Should DER be a part of such a system?

These questions and more had been developing over the years. TAB RSU II, at the request of several clients, convened a group of SFs and D/Ds interested in pursuing the topic. It soon became clear, however, that the issue was of national concern and with the encouragement of DER, a national Computer Task Force was created.

Six States Facilitators who had expressed interest in developing their computer capabilities were asked to attend. The purpose of the Task Force was to explore a variety of approaches and begin to define a framework for NDN computer development. The sequence of activities was to identify several different models of computer use, pilot these models for one year, and present the findings to the National Diffusion Network. The six states identified had each begun development on different computer approaches. The states and their approaches are listed below:

Bob Shafto	Maine	Microcomputer - programming done himself
Sam Corsi	New York	Large state-wide computer system using coordinated efforts of intermediate units
Dick Brickley	Pennsylvania	Time Share Computer programming tied into a larger NDN program description developed by another (non-NDN) contractor

Debra Clemmons	Michigan	Large state-wide computer system working closely with a capacity building project
Carol Johnson	Minnesota	Timeshare computer using a highly sophisticated and flexible program with plans to download to Micro once DER had established format for feedout
Keith Wright	Washington	Minicomputer using a sophisticated language and coordinated efforts with a second State Facilitator

In addition to the pilot efforts, RSU II undertook an NDN-wide survey of computer interests and capabilities in the NDN. This survey was completed in April, 1980 and the results were reported to the NDN at the National Conference in June of 1980. (See Appendix).

At the June conference the pilot sites also shared their work with interested NDN members. The pilot group also assumed responsibility in the future for helping to disseminate their respective models, working with NDN members (whose equipment and interests matched their particular model) to develop computer capacity throughout the NDN. Exploring several overall coordination efforts such as a national calendar for the NDN was saved for future discussion, pending the outcome of pilot efforts and future funding possibilities.

Career Education

TAB's involvement with Career Education was multi-faceted in nature but grounded on one overall objective: to augment and enhance the dissemination efforts of those who were responsible for promoting Career Education throughout the nation. This involvement manifested itself in three very distinct but interrelated endeavors:

1) Specific attention and technical assistance was provided to the most recently approved (by JDRP) Career Education projects. They were:

   Project CDCC
   Career Development Centered Curriculum
   Coloma, Michigan

   Project CAP
   Career Awareness Program
   Greenland, Arkansas

   Project CERES
   Career Education Responsive to Every Student
   Ceres, California

   Akron Career Development Program
   Akron, Ohio

   Project Equality
   Seattle, Washington

   Project HEAR
   Princeton, New Jersey

   Pima County Developmental Career
   Guidance Project
   Tucson, Arizona

   Each of the above projects was brought to the NDN Orientation Conference. The conference provided an introduction to the NDN, and the tasks projects would have to perform as Developer/Demonstrators (D/Ds). These projects also received individual technical assistance, including one-to-one consultation in the preparation and development of materials, and review/critique of completed materials. The major outcome of this effort was to help these projects "gear up" sooner than most D/Ds and, by providing ongoing support and guidance, prepare them for the rigors of national dissemination.

2) TAB organized and conducted a segment of the National Career Education Conference (Communicating Career Education) in Seattle, Washington, March 1980. This effort involved:

- Bringing the seven Career Education D/Ds to the conference to display and exhibit their programs
- Bringing the State Career Education Coordinators to the conference
- Conducting four workshops (repeated twice) for an audience primarily made up of State Coordinators. These workshops were:

  "Validation Issues and the IVD Process"

  "How to Get JDRP Approval of Career Education Activities"

  "Hooking Up with the National Diffusion Network"

  "Marketing Career Education"

- Developing and distributing a Conference Manual entitled "Selected Resources in Dissemination"
- Conducting a survey of the dissemination needs of the State Career Education Coordinators

These activities were designed to raise the awareness of the State Coordinators regarding the NDN as a vehicle for disseminating exemplary Career Education projects, and to increase their knowledge as to the procedures a project must follow to attain state and national validation. The TAB System also became more knowledgeable of the State Coordinator's dissemination needs in relation to the NDN through the analysis and interpretation of the Needs Assessment Survey results.

3) TAB also developed a handbook, "Producing Dissemination Materials", designed to help projects approved by JDRP to produce materials that will support their dissemination activities. The 50-page handbook describes a variety of materials (awareness, instructional, training, and management) which might be included in a project's dissemination package, the preparation of text, and the actual production of the final product.

These three activities contributed to the increased use of the NDN as a viable dissemination network for Career Education and the increased effectiveness of the Career Education D/Ds in disseminating and promoting their programs on a nationwide basis.

SECTION IV

REPORT SUMMARY

The TAB Approach

- The TAB project established a very strong collaborative basis for organizing technical assistance services for the NDN. TAB's collaborative structure involved a Consortium of six agencies, functioning together as an integrated project system--a Central Service Unit provided overall coordination, and five Regional Service Units worked directly with the NDN projects. This organization provided an effective working model which combined the efficiency of centralized coordination with the benefits of regionalized responsiveness.

- TAB's Consultant Bank provided the NDN with a resource pool of individuals who could be easily accessed to help D/D and SF projects accomplish their diffusion/adoption tasks. Reflecting the NDN's strong commitment to peer sharing, one third of the Consultant Bank was comprised of NDN members who directly assisted other projects in a variety of service areas.

- The project implemented a highly effective data management system which ensured accountability and efficiency across all of the organizational units. Standardized forms and procedures were used to track and monitor all fiscal and programmatic transactions. While this process successfully integrated all fiscal/administrative functions across the system, it also eased record-keeping burdens and significantly diminished administrative requirements and their associated costs within the regional units.

- As it evolved, the TAB project made visible state of the art contributions to technical assistance needs assessment processes specifically tailored to the NDN as a national school improvement effort. TAB's needs assessment approach evolved from a generic linker skills taxonomy into a task-based survey which described the sequence of activities D/Ds and SFs must undertake to successfully fulfill their responsibilities throughout the diffusion/adoption process with schools. This assessment process thus provided NDN projects with a comprehensive view of their responsibilities, and allowed them to access their needs relative to specific tasks.

- In terms of service delivery, TAB also advanced the knowledge base associated with technical assistance programming. The service functions of the project shifted from reactive brokerage to proactive programming around content areas relevant to NDN projects' tasks. This type of service approach linked the TA system together programmatically, and promoted idea sharing across the NDN. It was illustrated by a broad array of TA programs in such areas as evaluation, management, leadership, and public relations/marketing.

TAB's Accomplishments

- During the contract period, approximately 800 different technical assistance activities were sponsored by TAB in a variety of content areas. Assistance was provided most often in the areas of Evaluation, Organizational Intervention, and Dissemination/ Management. While the profile of services changed to some degree from the first to second and third years, it basically remained the same during Years II and III. SF and D/D areas of assistance were also similar during the three years.

- Technical assistance activities involved all NDN clients at least once during the contract period. The average client, furthermore, participated in face-to-face encounters approximately eight times. The frequency of usage did not differ between SFs and D/Ds. However, differences were observable across the three years, with transactions in the second and third years being significantly higher than those in the first year.

- TAB activities were conducted through a variety of delivery modes, including consultations, workshops, sharing meetings, resource packages, and linkages. Individual consultations accounted for 86 percent of the services provided. Yet, a significant number of group events were arranged--approximately 100--which reached a broad spectrum of the client group.

- Rating scales and open-ended comments from D/Ds and SFs indicated a high regard for technical assistance activities. Ratings in six areas were well above 4.0 on a five-point scale. Moreover, system sponsored events resulted in clear evidence of change.

- In certain areas, where needs were commonly felt, TAB made a concerted effort to pool the initiatives of NDN actors, and to systematically organize the content and scope of technical assistance. Activities were undertaken in six areas: Evaluation, Leadership, School Improvement in Rural Schools, Higher Education and the NDN, Computer Utilization, and Career Education.

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APPENDICES

TAB FORMS PACKET

The materials in this packet will be found in this order:

1. *Reporting Information*
2. *Materials Log*
3. *Instructions for the Activity Report/ Purchase Order*
4. *Activity Report/Purchase Order*
5. *Multiple Participant List*
6. *Instructions for Payment Report*
7. *Payment Report*
8. *Instructions for Site Report*
9. *Site Report*
10. *Client Satisfaction Scale*
11. *Workshop Evaluation Form*
12. *Cover Letters for the Client and for the Consultant*

REPORTING INFORMATION

To accommodate the various changes that have taken place in TAB during the past six months, we've had to modify some of our monitoring and payment forms. The modified forms are attached, and here's a summary of the changes or additions.

1. TAB ACTIVITY REPORT/PURCHASE ORDER. This "new" form replaces the old Purchase Order. We've added a category, Type of Activity; made changes in TA areas to reflect the new Task Analysis; and expanded your payment information. You can use the form in much the same way as the Purchase Order, but try to send it to us as soon as possible rather than waiting until the end of the month. You can use the form to document all major activities (whether or not they involve payment), including sharing meetings, exploratory planning sessions with ROEP, Labs, task force meetings, etc.

2. MULTIPLE PARTICIPANT LIST. Remember the Multiple Client Form? Well, here it is again, but we've revised it to accommodate those events which involve multiple consultants as well as clients or participants.

3. TAB PAYMENT FORM (formerly Consultant/Client Reimbursement). We've dropped some overlapping TA information, and slightly changed the expense report, but the form should be used as before.

4. SITE REPORT. Just some minor changes here -- we've combined descriptions and outcomes.

5. WORKSHOP EVALUATION FORM. This is a companion to the Client Satisfaction Scale. It should be used to evaluate group activities, e.g., workshops, meetings, conferences, etc.

6. MONTHLY REPORT. We'd still like you to continue sending us descriptive materials, newsletters, notices, etc. which you distribute to clients, but we've made some changes in the log and narrative sections of the Monthly Report.

   LOG. We've modified the Log so that you only have to record TA materials sent or distributed to clients. This includes resource packets, newsletters, calendars, charts and lists, etc. The Log will help us to document what TAB is doing in the information resource area.

   NARRATIVE. In the place of the Narrative, we'd like you to provide us with a) a listing of key workshops/meetings planned for a three month period; and b) specific reports on key events which will be agreed upon ahead of time.

MATERIALS LOG

CLIENT	DESCRIPTION OF MATERIALS DISTRIBUTED/SENT (and title where applicable)

INSTRUCTIONS FOR COMPLETING
ACTIVITY REPORT/PURCHASE ORDER

- Use one Report for each event. (Attach Multiple Participant List if several clients, consultants, or others will attend the same event.)

- Send completed Reports to the CSU as soon as you have the necessary information. (Try not to hold Reports until the end of the month.)

- For *TYPE OF ACTIVITY*, indicate the primary activity planned. The following explanation may be helpful:

  Consultations: Focused TA encounters between consultants (including TAB staff) and clients most commonly arranged for individual projects. Since consultations may occur through face to face encounters, lengthy telephone calls, or may involve the revision or preparation of products, we have listed three types of consultations for you to check.

  Workshops/Conferences/Presentations: Group TA/work sessions involving several projects and one or more consultants which focus upon a targeted issue or need.

  Meetings: Sessions held for planning purposes, information exchange, or idea sharing. These may bring together NDN clients or outside agencies. Your meetings with Rx, ROEP, educational labs, etc. should be recorded here.

  Linkage Activities: Where TA is provided by arranging for clients to attend events sponsored by other agencies or other TAB units. For example, three SFs in your region attend a Leadership Workshop sponsored by another region; or, you arrange for a client to attend an Evaluation Conference sponsored by the Title I Technical Assistance Center.

  (Remember to document Needs Assessment activities also!)

- *CO-SPONSOR* - If you plan to co-sponsor a workshop, conference, etc. with another agency (ROEP, Rx, Lab) or TAB unit, provide us with the name of the co-sponsor.

- *DESCRIPTION OF EVENT* - Use this space to briefly expand upon the checklist information. For example,

  *Evaluation consultant team meeting will be held to plan upcoming workshop for clients.

  *Two SFs who will eventually be our trainers will attend Region II's Leadership Workshop.

  *Client needs help with first level awareness brochure.

  *Met with ROEP to discuss mutual responsibilities for upcoming Dissemination Forum.

- *TA TASK AREAS* - We've listed the major task areas from the Task Analysis. Check all that apply and use the space provided to indicate subtasks covered by the TA event. Subtask numbers are found on the Task Analysis.

Note: This section does not have to be completed when the Type of Activity being conducted is Needs Assessment.

- *PARTICIPANTS* - Please include the names (and addresses where necessary) of all individuals and agencies involved in the activity.

- *PAYMENT INFORMATION* - Please check all that apply and jot down any special arrangements. This information has a double purpose: 1) for planning within budget constraints, it gives the preliminary cost of any activity; and, 2) it enables us to reconcile reimbursement requests received from consultants, clients, hotels, and travel agency, with the payment arrangements you have made.

TAB ACTIVITY REPORT/PURCHASE ORDER

NO. RSU- -

① *TYPE OF ACTIVITY*

Needs Assessment

___Face to Face
___Telephone
___Mail

Consultation

___Face to Face
___Telephone
___Print/Visual

Group Activities

___Workshops, Conferences, Presentations (focused training)
___Meetings (planning/ discussion or idea sharing)

Other Activities

___Linked client with event sponsored by other RSU
___Linked client with non-TAB sponsored event
___Other ______________ (Specify)

② *NUMBER OF DAYS:* _____

③ *DATE OF EVENT:* ______________

④ *TYPE OF ACCESS:*

___TAB Initiated
___Client Initiated

⑤ *CO-SPONSOR:*

___Other Agency ______________
___Other TAB Unit ______________

⑥ *DESCRIPTION OF EVENT (Major purpose; significant topics; key others; title of event, where applicable)*

⑦ *TA TASK AREA (Check all that apply)*

D/Ds

___ 1. Develop Diffusion Plan
___ 2. Develop Internal Management System
___ 3. Specify Diffusion Elements
___ 4. Identify Target Audiences
___ 5. Coordinate with Other Agencies
___ 6. Specify Evaluation Guidelines for Adopters
___ 7. Develop Documentation and Evaluation Procedures
___ 8. Develop an Overall Awareness Plan
___ 9. Design Awareness Materials
___10. Design Awareness Presentations
___11. Revise Project Materials
___12. Set Up for Demonstration
___13. Plan Adopter's Training Session
___14. Develop Relationship with SFs
___15. Conduct Awareness Activities
___16. Develop Adopter Selection Criteria
___17. Negotiate Involvement with Adopters
___18. Perform Organizational Diagnosis
___19. Conduct Training
___20. Develop Support Mechanisms
___21. Create Implementation Plan
___22. Implement Evaluation Design
___23. Monitor and Conduct Follow Up
___24. Extend Project Service Capability
___25. Provide Reports

SFs

___ 1. Develop Diffusion Plan
___ 2. Develop Internal Management System
___ 3. Establish Relationships with D/Ds
___ 4. Become a Resource Base
___ 5. Identify Target Audiences
___ 6. Coordinate with Related Agencies
___ 7. Specify Evaluation Guidelines for Adopters
___ 8. Develop Documentation and Evaluation Procedures
___ 9. Develop an Awareness Plan
___10. Design Awareness Materials
___11. Develop Awareness Presentations
___12. Conduct Awareness Activities
___13. Develop Adopter Selection Criteria
___14. Negotiate Involvement with Adopters
___15. Perform Organizational Diagnosis
___16. Coordinate Training
___17. Develop Support Mechanisms
___18. Create an Implementation Plan
___19. Implement Adopter Evaluation Design
___20. Monitor and Conduct Follow Up
___21. Provide Reports

Significant Subtasks: ______________________________

Complete Sections ⑧ and ⑨ for one-to-one encounters; for group events, use MULTIPLE PARTICIPANT LIST.

⑧ *PARTICIPANTS*

CLIENT

Project Title ______________________
Representative ______________________
Address* ______________________
____
____

CONSULTANT

Name ______________________
Affiliation/Role ______________________
Address* ______________________
____
____

** Only include address if this is someone new.*

⑨ *PAYMENT INFORMATION (Check all that apply)*

CLIENT

___Travel *Prepaid*___
___Per Diem

CONSULTANT

___Travel *Prepaid*___
___Per Diem
___Fee *(If over $100, $_____)*

ANY SPECIAL ARRANGEMENTS?

⑩ *APPROXIMATE TOTAL COST:* ______________

6/79

MULTIPLE PARTICIPANT LIST

NO. RSU- -

(Check)

CLIENTS/PARTICIPANTS Project Name Representative Address (if new project)	TRAVEL	Prepaid	PER DIEM	
			HOTEL	MEALS

(Check)

CONSULTANTS Name Affiliation/Role Address (if new person)	FEE	TRAVEL	Prepaid	PER DIEM	
				HOTEL	MEALS

Please use this space to indicate special arrangements (higher fee, direct billing from hotel, etc.). Thank you.

6/79

INSTRUCTIONS FOR COMPLETING
TAB PAYMENT REPORT

The TAB Payment Report requests two kinds of information: 1) mailing information, and 2) payment information.

SECTION I: MAILING INFORMATION

The information is self-explanatory. However, be sure to provide a complete mailing address to ensure receipt of payment. If check is going to your business address, remember to include the name of your company.

SECTION II: PAYMENT INFORMATION (Expense Report)

This information is essential to ensure payment of services. Please include proper documentation (receipts and tickets) where requested.

Fee -- To determine your fee, multiply the number of days which were required to provide technical assistance by $100 (fixed consultant fee). As an example, your fee for working with a client for a half day would be $50.00.

Air Transportation -- Self-explanatory. Attach a copy of your plane ticket even if prepaid.

Mileage -- Self-explanatory.

Miscellaneous Transportation -- Self-explanatory. TAB will reimburse you for items for which you attach a receipt. When receipts are not available, an item description would help.

Per Diem (Hotel and Meals) -- In accordance with Federal regulations, TAB pays a maximum per diem of $50.00 (covering hotel and meal costs). It is advisable that, wherever possible, consultants should seek government rates for hotel accommodations.

Signature and Date -- Please be sure to sign and date the form.

NDN TAB

TAB PAYMENT REPORT

No. RSU- -

SECTION I: MAILING INFORMATION

Name: ____________________

Complete Mailing Address: ____________________

____

____

____

Social Security No.: ____________________
(For IRS Form 1099)

Make check payable to: ____________________

SECTION II: PAYMENT INFORMATION (EXPENSE REPORT)

This information is essential for payment of expenses. Please remember to attach copies of requested receipts and tickets. Lack of documentation or improper documentation can delay payment. Thank you.

Number of Days Involved: ______

Dates of Trip/Activity: From: ____________ To: ____________

CONSULTANT FEE: Number of Days ________ x $100 $____________

AIR TRANSPORTATION: Attach copy of ticket. Indicate amount only if ticket was not prepaid. ____________

MILEAGE: Number of Miles ________ x 17¢ ____________

MISCELLANEOUS TRANSPORTATION:

a) Car Rental (Attach receipt) ____________

b) Taxi/Limousine/Bus (Attach receipts if available) ____________

c) Parking (Attach receipts if available) ____________

d) Tolls (Attach receipts if available) ____________

PER DIEM:
(Maximum $50.00 covering both hotel and meals)

a) HOTEL ROOM (Attach hotel receipt*) ____________

b) MEALS ____________

*Please delete alcohol and non-TAB phone costs.

TOTAL: $____________

Date: ____________ Signed: ____________________

FOR OFFICE USE

Date Received: __________ Voucher No. _____ Date Paid: __________

6/79

NDN TAB

TAB PAYMENT REPORT

No. RSU- -

SECTION I: MAILING INFORMATION

Name: ____________________

Social Security No.: ____________________
(For IRS Form 1099)

Make check
payable to: ____________________

Complete
Mailing
Address: ____________________

____

____

SECTION II: PAYMENT INFORMATION (EXPENSE REPORT)

This information is essential for payment of expenses. Please remember to attach copies of requested receipts and tickets. Lack of documentation or improper documentation can delay payment. Thank you.

Number of Days
Involved: ______

Dates of Trip/
Activity: From: ____________ To: ____________

CONSULTANT FEE: Number of Days ________ x $100	$__________
AIR TRANSPORTATION: Attach copy of ticket. Indicate amount only if ticket was not prepaid.	__________
MILEAGE: Number of Miles ________ x 17¢	__________
MISCELLANEOUS TRANSPORTATION:	
a) Car Rental (Attach receipt)	__________
b) Taxi/Limousine/Bus (Attach receipts if available)	__________
c) Parking (Attach receipts if available)	__________
d) Tolls (Attach receipts if available)	__________
PER DIEM: (Maximum $50.00 covering both hotel and meals)	
a) HOTEL ROOM (Attach hotel receipt*)	__________
b) MEALS	__________

*Please delete alcohol and non-TAB phone costs.

TOTAL: $__________

Date: ____________ Signed: ____________________

FOR OFFICE USE

Date Received: __________ Voucher No. ______ Date Paid: __________

6/79

INSTRUCTIONS FOR COMPLETING
TAB SITE REPORT

The Site Report will provide TAB with a description of the technical assistance encounter including the purpose, expectations of both client and consultant, outcomes, and follow-up needs. You and the client should complete the form together.

It is suggested that:

- At the beginning of the TA session, the PURPOSE and AGREEMENTS found on page 1 of the form be filled in. This will help to provide a focus for the meeting.

- When the TA session is concluded, the information requested for DESCRIPTION/ OUTCOMES, and FOLLOW-UP be completed.

TAB SITE REPORT

No. RSU- -

TO BE COMPLETED BY THE CONSULTANT AND CLIENT TOGETHER.

The purpose of this Site Report is to obtain substantive information on the nature and outcomes of the technical assistance provided to a client of the TAB system. The information in this report is considered an essential and necessary component of our feedback process. Please take the time to carefully describe the technical assistance encounter.

Name of CONSULTANT:____________________ Name of CLIENT:____________________

Number of People Attending:____________

Actual Length of Technical Assistance Encounter:

____LESS than half day ____Half day ____One day ____MORE than one day (Indicate number)

____

1. PURPOSE: Use this space to describe the purpose of the session. (What client needs are to be addressed?)

2. AGREEMENTS: Use this space to describe any special agreements mutually decided upon by the client and consultant.

Client Agrees:

Consultant Agrees:

3. DESCRIPTION/OUTCOMES: Describe what happened during the session, including the approach and/or materials used, and expected or unexpected outcomes.

4. FOLLOW-UP: Describe any follow-up TA and list proposed activities for implementation of follow-up assistance. (Are there other individuals or groups who should be made aware of these sessions?)

Client's Signature

Consultant's Signature

6/79

TAB CLIENT SATISFACTION SCALE

No. RSU- -

The TAB staff would like your reactions to the technical assistance which you have just received. Your comments will serve as a guide for improving services. Be assured that all responses will be treated as confidential.

CLIENT NAME:______________________ CONSULTANT NAME:______________________

DATE OF TA:______________________

I. Please rate the technical assistance session by circling one number from 1 to 5.

	Very				Not At All
A. To what extent was the content or substance of the session appropriate for you?	5	4	3	2	1
B. In terms of what you felt should have been covered, how thorough was the session?	5	4	3	2	1
C. How well organized was the session?	5	4	3	2	1
D. How effective was the session in meeting your needs?	5	4	3	2	1
E. To what extent was the session helpful in providing you with skills you can apply to your own situation?	5	4	3	2	1

	Superior				Poor
II. A. OVERALL, how would you rate the consultant?	5	4	3	2	1

B. Would you use the consultant again? YES_____ NO_____ If NO, why not?

III. A. THINGS LIKED BEST ABOUT THE SESSION:

B. THINGS THAT COULD BE IMPROVED:

C. OTHER COMMENTS:

6/79

TAB WORKSHOP EVALUATION FORM

Workshop Title ______________________ Your Position: ___SF
___D/D
Location ______________________ ___Other ______________
(Specify)
Date: ______________

Please rate the workshop session by circling one number from 1 to 5.

1.	The QUALITY of the workshop was:	Outstanding 5	4	3	2	Poor 1
2.	The PURPOSE of the workshop was:	Clearly Evident 5	4	3	2	Vague 1
3.	The ORGANIZATION of the workshop was:	Well Planned 5	4	3	2	Confusing 1
4.	The SCOPE or COVERAGE of the workshop was:	Very Adequate 5	4	3	2	Not Adequate 1
5.	The IDEAS and ACTIVITIES presented were:	Very Interesting 5	4	3	2	Dull 1
6.	The workshop CONTENT was:	Appropriate 5	4	3	2	Inappropriate 1
7.	The TIME ALLOTTED for the workshop was:	Sufficient 5	4	3	2	Insufficient 1
8.	The WORKSHOP LEADERS were:	Superior 5	4	3	2	Poor 1
9.	My attendance at this workshop should prove to be:	Quite Beneficial 5	4	3	2	Not At All Beneficial 1

10. THINGS LIKED BEST ABOUT THE WORKSHOP:

11. THINGS THAT COULD BE IMPROVED:

12. OTHER COMMENTS: *Please use the back of this form if additional space is needed.*

6/79

Dear Consultant:

Enclosed are forms for the technical assistance you will be providing shortly. One is a Payment Report for reimbursement; the other is a Site Report for describing the technical assistance encounter. Directions for both forms have been included.

When you have completed the Site Report and the Payment Report, kindly mail them together to TAB's Central Service Unit:

Center for Resource Management, Inc.
3072 Crompond Road
Yorktown Heights, New York 10598

We've provided a pre-addressed envelope for this purpose. The Central Service Unit will process the forms and issue your check.

Let us know if you have any questions about the forms or the scheduled TA.

Cordially,

Dear Client:

Enclosed are some forms which relate to your scheduled technical assistance session. One is a copy of our Purchase Order for your records; the other is a Client Satisfaction Scale for telling us what you thought of the TA that was given. Directions for using the Scale are on the form itself.

When you have completed the Client Satisfaction Scale, kindly return it to TAB's Central Service Unit:

Center for Resource Management, Inc.
3072 Crompond Road
Yorktown Heights, New York 10598

We've provided a pre-addressed envelope for this purpose.

If you have any questions about the forms or the scheduled TA, please get in touch with us.

Cordially,

NDN TAB

Developer/Demonstrator Task Analysis

Technical Assistance Base of the National Diffusion Network

INTRODUCTION

The Developer/Demonstrator and State Facilitator Task Analyses were developed in response to a perceived need of the Technical Assistance Base for a more systematic and flexible needs assessment and technical assistance planning tool. The task analysis approach was selected because of its basic virtues of flexibility, actionability, and direct relevance of tasks.

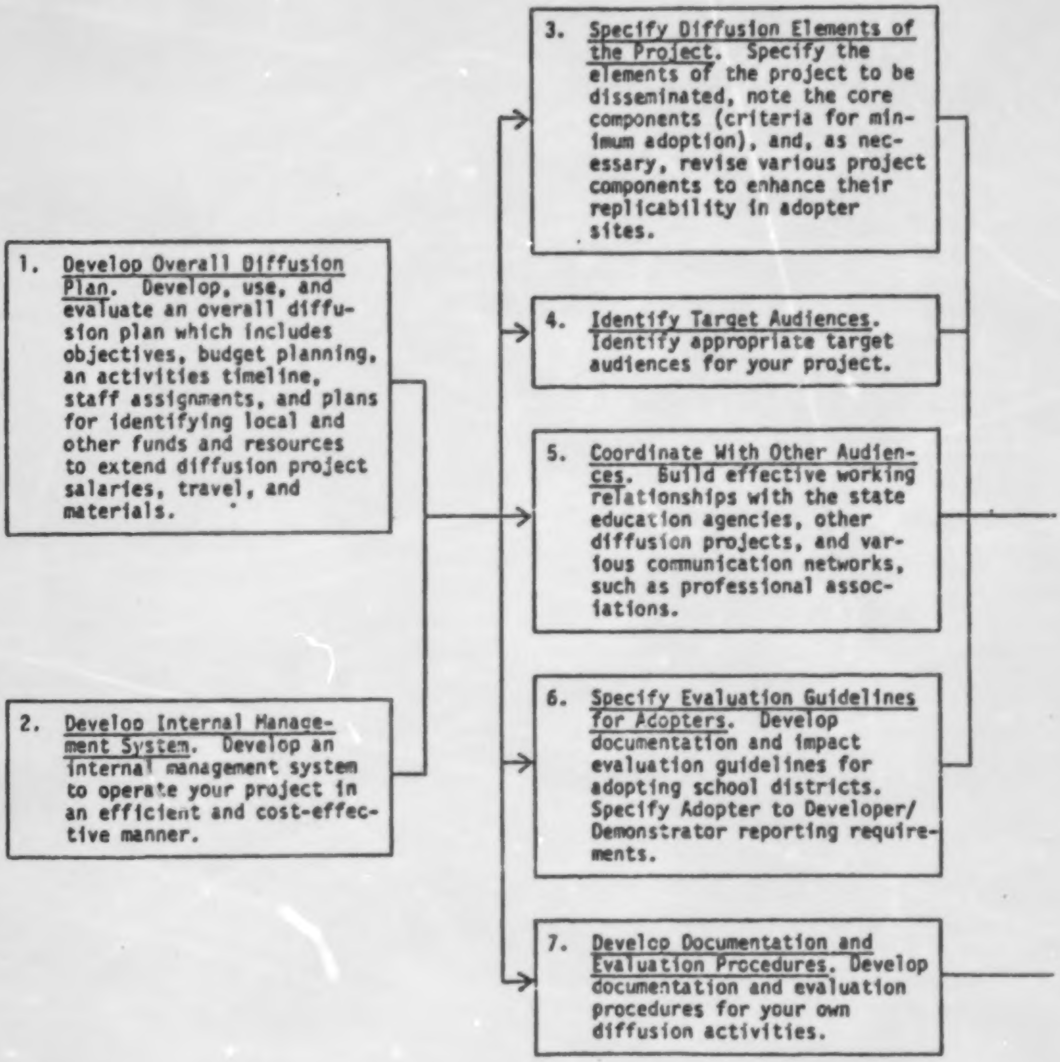
NDN Task Analyses will be used in a number of ways including:

> Informing. The flow chart and accompanying description will provide interested parties with a comprehensive picture of a functioning NDN project. Although individual projects varying in areas of selective emphases and may, in fact, not even address certain tasks, the total list should accurately portray the functions of the typical NDN State Facilitator or Developer/Demonstrator.
>
> Policy Making. Examination of both Developer/Demonstrator and State Facilitator Task Analyses reveals a potential for considerable overlap in function. This is most obvious in the block of tasks within 'working with adopting districts.' The point is simply that either the Developer/Demonstrator or the State Facilitator (or both) will inevitably address those issues with individual adopting districts.
>
> Training. The task analysis framework will provide formal direction to the initial orientation and training of newly funded Developer/Demonstrators and State Facilitators. Planning for sub-network (e.g., Follow-Through, Title I, and newly funded projects) will be guided by the framework.

Planning. Through the use of a task-focused framework the Technical Assistance Base will be able to develop uniform technical assistance needs profiles for individual projects, geographic regions and the nation as a whole. Such profiles will be invaluable in planning individual sessions, group training events, and regional meetings.

Reporting. The actual work involved in TAB report preparation will be considerably facilitated through the task analysis framework. Each instance of technical assistance will be directly related to a task or sub-task with the framework. There will be no need for building inferential leaps between needs assessment and the delivery of technical assistance services.

PLANNING



1. **Develop Overall Diffusion Plan.** Develop, use, and evaluate an overall diffusion plan which includes objectives, budget planning, an activities timeline, staff assignments, and plans for identifying local and other funds and resources to extend diffusion project salaries, travel, and materials.

2. **Develop Internal Management System.** Develop an internal management system to operate your project in an efficient and cost-effective manner.

3. **Specify Diffusion Elements of the Project.** Specify the elements of the project to be disseminated, note the core components (criteria for minimum adoption), and, as necessary, revise various project components to enhance their replicability in adopter sites.

4. **Identify Target Audiences.** Identify appropriate target audiences for your project.

5. **Coordinate With Other Audiences.** Build effective working relationships with the state education agencies, other diffusion projects, and various communication networks, such as professional associations.

6. **Specify Evaluation Guidelines for Adopters.** Develop documentation and impact evaluation guidelines for adopting school districts. Specify Adopter to Developer/Demonstrator reporting requirements.

7. **Develop Documentation and Evaluation Procedures.** Develop documentation and evaluation procedures for your own diffusion activities.

1. Develop Overall Diffusion Plan. Develop, use, and evaluate an overall diffusion plan which includes objectives, budget planning, an activities timeline, staff assignments, and plans for identifying local and other funds and resources to extend diffusion project salaries, travel, and materials.

   1.1 Gather sufficient information on the NDN: its history, development, the major actors involved and their functions, and terminology to insure compatibility of the projects' overall diffusion plan with established procedures.

   1.2 Develop a general project approach to dissemination tasks (rationale, outreach strategies--spread, exchange, choice, implementation).

   1.3 Set priorities and proportionately allocate staff time and funds (analyze diffusion costs, relate resources to scope of work).

   1.4 Specify the sequence of activities and the procedures to be followed by an adopting district in moving from an initial expression of interest through training and subsequent implementation.

2. Develop Internal Management System. Develop an internal management system to operate your project in an efficient and cost-effective manner.

2.1 Develop and implement a process for selection and training of project personnel.

2.2 Create a psychological support system for project staff (building in regular communication and sharing).

2.3 Establish and work with an advisory council/committee.

2.4 Develop and implement an accounting system which incorporates appropriate techniques for cash flow, sufficient documentation for state or federal audits, and procedures for using grant related income.

2.5 Develop and implement a procedure for keeping abreast of educational developments and issues which will improve your functioning as a Developer/Demonstrator (attend appropriate workshops and meetings, read relevant journals, etc.).

2.6 Implement a computerized management system to facilitate the accomplishment of a variety of tasks such as cost accounting, documentation of project activities, site monitoring, and evaluation.

2.7 Establish procedures for insuring the continual cooperation of the LEA (or agency where the project is currently housed).

3. Specify Diffusion Elements of the Project. Specify the elements of the project to be disseminated, note the core components (criteria for minimum adoption), and, as necessary, revise various project components to enhance their replicability in adopter sites.

3.1 Identify key instructional activities/procedures which are necessary for program replication (e.g., classroom arrangements, teaching techniques, classroom activities).

3.2 Specify management/organizational arrangements which must be undertaken to ensure program replication.

3.3 Identify key resources necessary to ensure replication (e.g., management and instructional staff; material and fiscal resources).

3.4 Specify necessary community/school relationships which must be established to enhance replication.

3.5 Indicate key staff development activities which must be undertaken to ensure replication.

3.6 In operational terms, state the criteria for minimum adoption of the project.

3.7 Refine/revise various project components, if appropriate to enhance their replicability in adopter sites.

4. Identify Target Audiences. Identify appropriate target audiences for your project.

4.1 Determine type (e.g., classroom teacher, principal, superintendent, special needs teacher, department head) of school district personnel who will need information about your program in order to implement it.

4.2 Identify types of individuals within a school district who should be involved in a decision to adopt your program.

4.3 Identify basic audience groups (e.g., Title I, Early Childhood, Special Education) appropriate to your program.

4.4 Identify and interview critical actors (e.g., SDE personnel such as Title IV-C coordinators or Vocational and Career Education coordinators) who possess information and insight about the various audience groups.

5. Coordinate With Other Audiences. Build effective working relationships with the state education agencies, other diffusion projects, and various communication networks, such as professional associations.

   5.1 Locate and access potential sources of support for dissemination/diffusion of your project (e.g., HEW regional offices, universities, NIE Labs and Centers, funding agencies, and resource/service centers).

   5.2 Establish areas of collaboration and communication with potential support groups and dissemination systems.

   5.3 Determine SEA and other resources which can be used to support adoption related activities within target states.

6. Specify Evaluation Guidelines for Adopters. Develop documentation and impact evaluation guidelines for adopting school districts. Specify Adopter to Developer/Demonstrator reporting requirements.

6.1 Specify types of data consistent with DER/NDN evaluation guidelines which LEAs will be called upon to gather. For example:

- Size of adoption (e.g., number of schools, classrooms, teachers, etc.).
- Fidelity of adoption (core elements of project implemented).
- Quality of adoption (specific classroom activities being conducted).
- Student impact data (e.g., test scores, perceptions of student attitude change).

6.2 Develop prototype recordkeeping and documentation forms for LEA use.

7. Develop Documentation and Evaluation Procedures. Develop documentation and evaluation procedures for your own diffusion activities.

7.1 Consistent with DER/NDN evaluation guidelines related to Developer/Demonstrator projects, prepare a project evaluation design.

7.2 Develop project recordkeeping and documentation forms to keep track of diffusion activities (e.g., correspondence log, project visitation log, awareness and training logs).

7.3 Specify type of information to be collected, develop instruments, and gather data to insure timely feedback on:

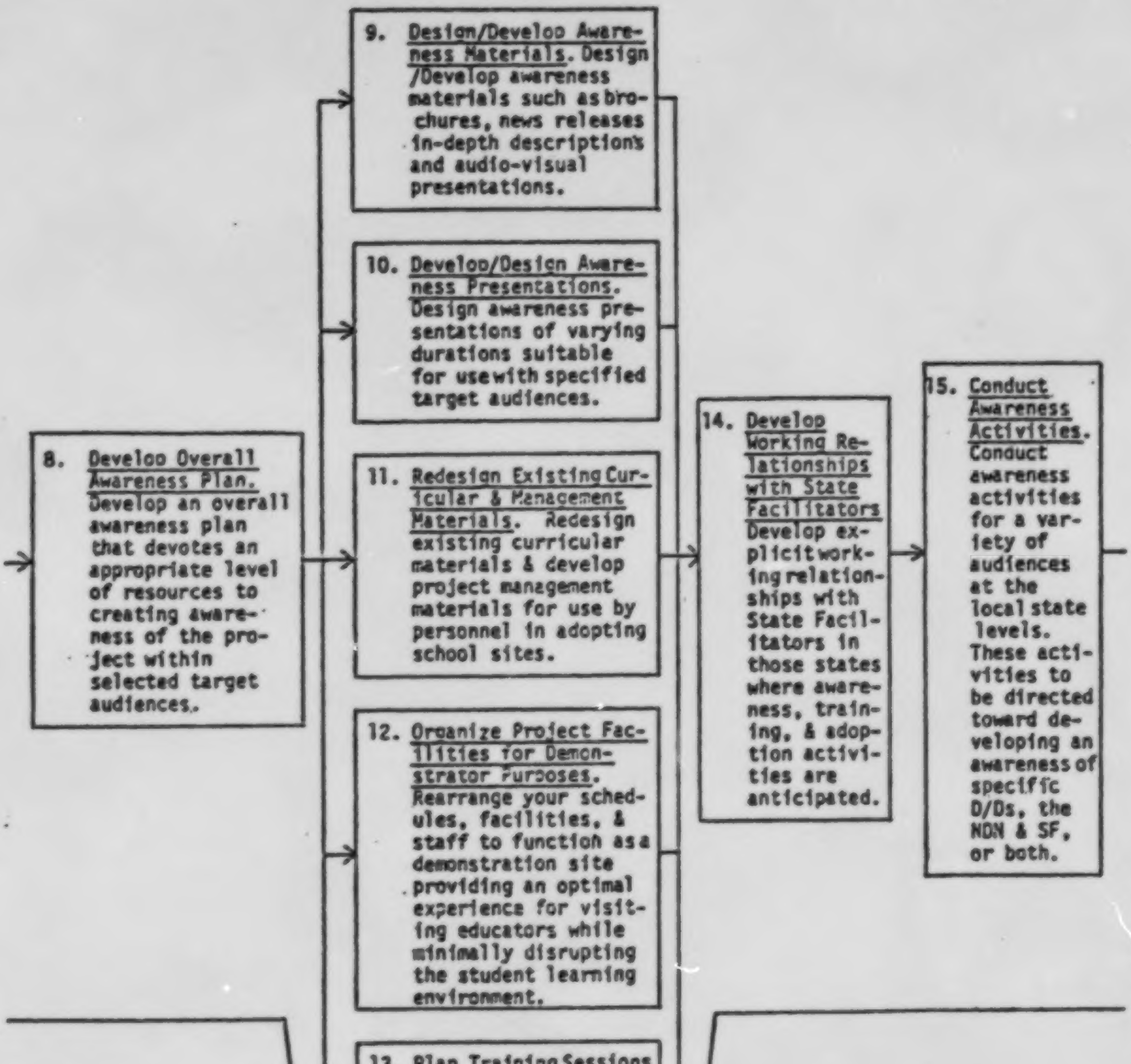
- the effectiveness of awareness activities/workshops and materials.
- needs assessment and selection process.
- short term effectiveness of the training program as well as the adequacy of the training program on the foundation of a program adoption.

7.4 Develop procedures/instruments to gather nationwide information related to:

- coverage and pattern of adoptions (number and geographical diversity of adoptions).
- size of adoptions (number of schools, teachers, students affected, etc.).
- quality of adoptions.
- fidelity (core elements implemented).
- user satisfaction.
- student impact.

7.5 Specify procedures to determine the cost efficiency of your project.

AWARENESS



8. Develop Overall Awareness Plan. Develop an overall awareness plan that devotes an appropriate level of resources to creating awareness of the project within selected target audiences.

9. Design/Develop Awareness Materials. Design/Develop awareness materials such as brochures, news releases in-depth descriptions and audio-visual presentations.

10. Develop/Design Awareness Presentations. Design awareness presentations of varying durations suitable for use with specified target audiences.

11. Redesign Existing Curricular & Management Materials. Redesign existing curricular materials & develop project management materials for use by personnel in adopting school sites.

12. Organize Project Facilities for Demonstrator Purposes. Rearrange your schedules, facilities, & staff to function as a demonstration site providing an optimal experience for visiting educators while minimally disrupting the student learning environment.

13. Plan Training Sessions Plan focused training sessions designed to meet the needs of participating school personnel.

14. Develop Working Relationships with State Facilitators Develop explicit working relationships with State Facilitators in those states where awareness, training, & adoption activities are anticipated.

15. Conduct Awareness Activities. Conduct awareness activities for a variety of audiences at the local state levels. These activities to be directed toward developing an awareness of specific D/Ds, the NDN & SF, or both.

8. Develop Overall Awareness Plan. Develop an overall awareness plan that devotes an appropriate level of resources to creating awareness of the project within selected target audiences.

8.1 Compare and contract alternative awareness strategies with regard to costs, advantages, disadvantages, etc.

8.2 Determine the strategies which may work best for different audience types (e.g., Title I coordinators, state administrators, superintendents, principals, teachers) for your project.

8.3 Outline a national awareness/publicity campaign for contacting, involving, and influencing key decision-makers which includes initial outreach activities and more intensive follow-up.

9. Design/Develop Awareness Materials. Design/develop awareness materials such as brochures, news releases, indepth descriptions, and audio-visual presentations.

9.1 Obtain relevant resource materials related to "packaging" your program (e.g., samples of existing brochures, resource manuals, etc.)

9.2 Set goals and objectives for outreach materials in light of special target groups.

9.3 Outline essential information to be included in various outreach materials to generate interest in your program, including content, illustrations, graphs, photographs.

9.4 Prepare initial awareness letters, brochures, program abstracts, pamphlets, and newsletters for selected audiences including significant others in decision-making positions.

9.5 Develop and update mailing lists.

9.6 Design procedures/forms to respond to client requests for further (in-depth) information (e.g., mail, telephone or on-site follow-up to determine areas of need/interest/priorities).

9.7 Prepare/obtain secondary awareness material such as pamphlets describing your project in depth for selected school districts based upon interest/need/priorities.

9.8 Prepare audio-visual materials/presentations for your project.

10. Develop/Design Awareness Presentations. Design awareness presentations of varying durations suitable for use with specified target audiences.

10.1 Set goals and objectives for various types of awareness presentations.

10.2 Outline essential information to be included in various presentations including content, appropriate materials, etc. to explain your role and how to use your services.

10.3 Design presentations for state and regional conferences, educational fairs, and individual district awareness sessions using a variety of presentation formats such as lecture, panel, debate, films, videotapes, slide presentations, and discussions.

10.4 Design procedures to respond to client requests (during presentations) for further involvement.

11. Redesign Existing Curricular and Management Materials. Redesign existing curricular materials and develop project management materials for use by personnel in adopting school sites.

11.1 Evaluate project software such as instructional materials and teacher guides as to their suitability and utility to the instructional staff in adopting school districts.

11.2 Revise, create, and supplement existing materials for use by instructional personnel in adopting school districts.

11.3 Evaluate existing management materials such as schedules/timelines, evaluation guidelines, staff development programs, and budgeting methods as to their general utility to personnel in adopting school districts.

11.4 Revise, create, and supplement management materials for diffusion purposes where appropriate.

12. Organize Project Facilities for Demonstrator Purposes. Rearrange your schedules, facilities, and staff to function as a demonstration site providing an optimal experience for visiting educators while minimally disrupting the student learning environment.

12.1 Design a model itinerary for visitors that optimizes their time in terms of understanding project, evaluation, goals, instructional approaches, and cognitive and affective impact on students, as well as providing an opportunity for visitor to teacher interaction.

12.2 In cooperation with project staff, set up a visitors schedule which will insure minimal disruption of the student learning environment.

12.3 Develop a procedure to handle visitor logistics including suggested flight and ground transportation arrangements, overnight accomodation, meals, pre-visit correspondence and materials, and follow-up.

13. Plan Training Sessions. Plan focused training sessions designed to meet the needs of participating school personnel.

13.1 Establish broad goals of the training design consistent with knowledgeable competencies needed by an adopting district.

13.2 Derive instructional or learner objectives from the broad goals.

13.3 Assess the general needs of adopting district personnel in terms of both requisite skills and competencies and preferred modes of learning.

13.4 Design learning activities, select or adapt instructional materials, and develop an instructional sequence that is adaptable to various adopter situations.

14. Develop Working Relationships with State Facilitators. Develop explicit working relationships with State Facilitators in those states where awareness, training, and adoption activities are anticipated.

14.1 Implement a two-way communication system whereby information regarding adopter progress and general interest in the state are shared.

14.2 Come to an agreement with State Facilitators as to appropriate roles and responsibilities for awareness, training, initial implementation, follow-up, and evaluation, as well as general policies regarding cost-sharing.

15. Conduct Awareness Activities. Conduct awareness activities for a variety of audiences at the local state levels. These activities to be directed toward developing an awareness of specific D/Ds, the NDN and State Facilitator, or both.

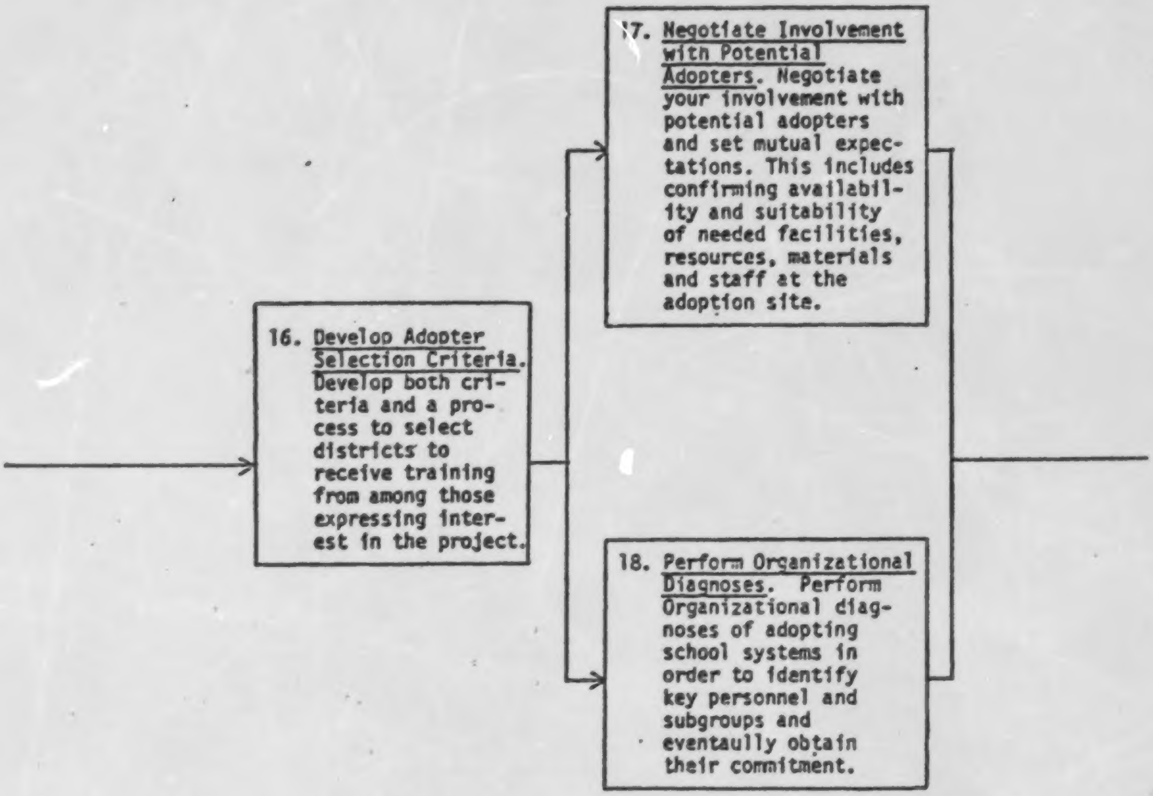
15.1 Interface with State Facilitators to arrange for services related to awareness presentations and on-site visits.

15.2 Interface with State Facilitators in neighboring states and/or agencies within state to determine piggy-back possibilities for conducting awareness presentations.

15.3 Distribute awareness material in a cost-effective manner.

15.4 Conduct effective presentations.

SELECTION



16. **Develop Adopter Selection Criteria.** Develop both criteria and a process to select districts to receive training from among those expressing interest in the project.

17. **Negotiate Involvement with Potential Adopters.** Negotiate your involvement with potential adopters and set mutual expectations. This includes confirming availability and suitability of needed facilities, resources, materials and staff at the adoption site.

18. **Perform Organizational Diagnoses.** Perform Organizational diagnoses of adopting school systems in order to identify key personnel and subgroups and eventaully obtain their commitment.

16. Develop Adopter Selection Criteria. Develop both criteria and a process to select districts to receive training from among those expressing interest in the project.

16.1 Conduct needs assessment activities with interested LEAs to "screen out" window shoppers, i.e., determine a) exact program needs; b) philosophy/attitudes; c) history of community support; d) staffing arrangements; e) resources and facilities available; f) level of commitment.

16.2 Secure a written commitment of interest to pursue training/adoption from the school district.

16.3 In conjunction with the appropriate State Facilitator, select LEAs for training.

17. Negotiate Involvement with Potential Adopters. Negotiate your involvement with potential adopters and set mutual expectations. This includes confirming availability and suitability of needed facilities, resources, materials and staff at the adoption site.

17.1 Confirm with potential adopters the availability of facilities needed, resources, materials and staff.

17.2 Determine most cost-effective site for training (in consultation with State Facilitator).

17.3 Develop a training/adoption agreement between LEAs, D/D, and State Facilitator that addresses scheduling, cost, scope of responsibilities, including functions such as training, technical assistance, and evaluation.

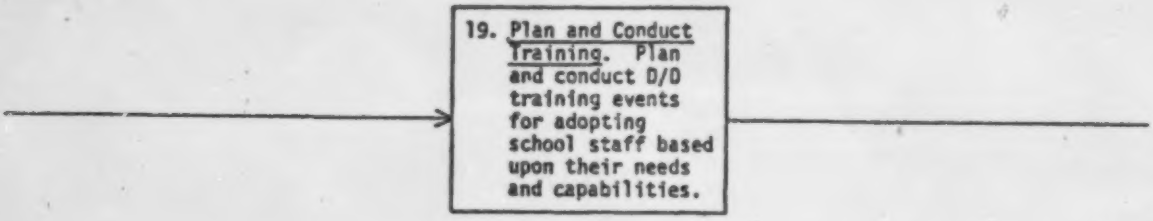
18. Perform Organizational Diagnoses. Perform organizational diagnoses of adopting school systems in order to identify key personnel and subgroups and eventually obtain their commitment.

18.1 Learn the norms, rules, constraints and leaders of the adopting district (map the system).

18.2 Identify dissemination/liaison personnel in adopting systems, and the key people who should be involved in training/adoption activities.

18.3 Help potential adopters assemble a training team.

TRAINING

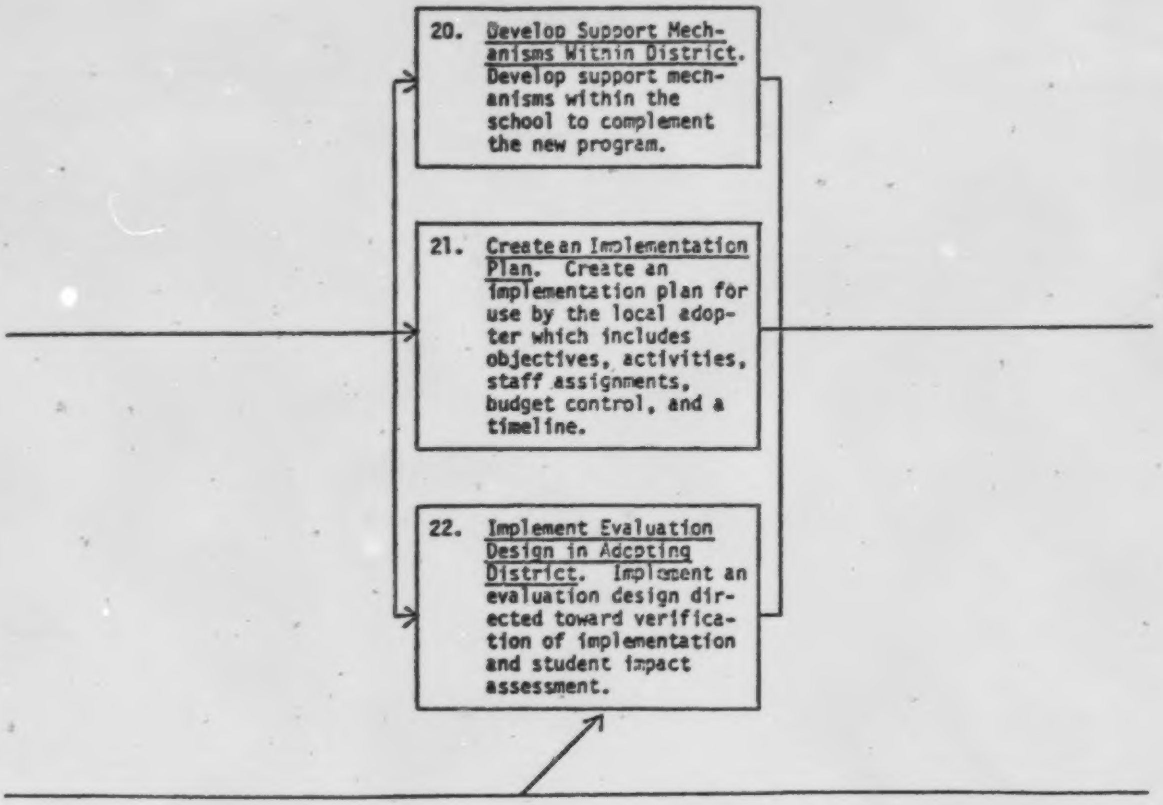


19. Plan and Conduct Training. Plan and conduct D/D training events for adopting school staff based upon their needs and capabilities.

19. Plan and Conduct Training. Plan and conduct D/D training events for adopting school staff based upon their needs and capabilities.

- 19.1 Assess the training/support needs of the adopting district staff in terms of requisite skills, competencies.
- 19.2 Modify the training program, where appropriate, to best meet the needs of the adopting district staff.

IMPLEMENTATION



20. Develop Support Mechanisms Within District. Develop support mechanisms within the school to complement the new program.

21. Create an Implementation Plan. Create an implementation plan for use by the local adopter which includes objectives, activities, staff assignments, budget control, and a timeline.

22. Implement Evaluation Design in Adopting District. Implement an evaluation design directed toward verification of implementation and student impact assessment.

20. Develop Support Mechanisms Within District. Develop support mechanisms within the school to complement the new program.

20.1 Insure that adopting districts plan appropriate orientation and/or training for staff, citizens, and students who will be affected by the program.

20.2 Help adopting districts organize inservice training to complement the D/D program.

21. Create an Implementation Plan. Create an implementation plan for use by the local adopter which includes objectives, activities, staff assignments, budget control, and a timeline.

21.1 Help adopting districts to modify the program plan to meet local needs (adaptation).

21.2 Help adopting districts set goals and objectives and develop work plans for implementation.

21.3 Help adopting districts establish priorities for activities.

21.4 Help adopting districts develop a timeline for implementation.

21.5 Help adopting districts estimate realistic per-pupil costs of adopting an innovation.

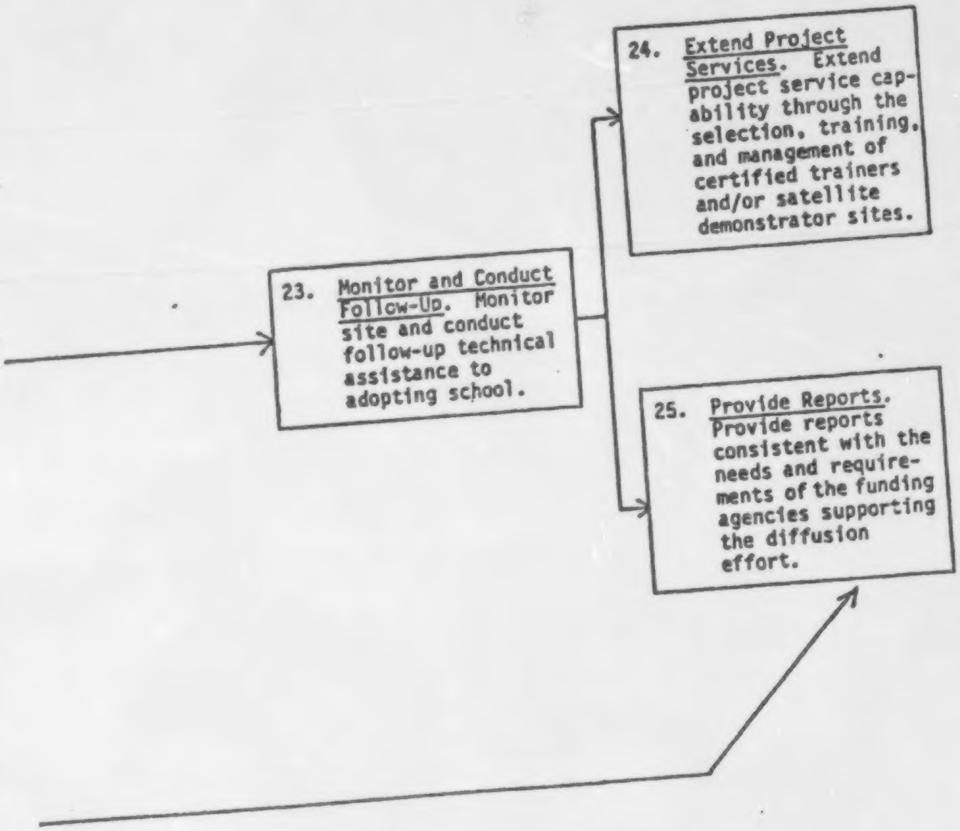
21.6 Assist adopting district personnel develop plans for disseminating information about the project within the district and in responding to requests for information.

22. Implement Evaluation Design in Adopting District. Implement an evaluation design directed toward verification of implementation and student impact assessment.

22.1 Negotiate with State Facilitator and adopter to implement a reasonable evaluation design to measure quality of implementation and student impact.

22.2 Assist adopters in gathering student impact data.

FOLLOW-UP



23. Monitor and Conduct Follow-Up. Monitor site and conduct follow-up technical assistance to adopting school.

24. Extend Project Services. Extend project service capability through the selection, training, and management of certified trainers and/or satellite demonstrator sites.

25. Provide Reports. Provide reports consistent with the needs and requirements of the funding agencies supporting the diffusion effort.

23. Monitor and Conduct Follow-Up. Monitor site and conduct follow-up technical assistance to adopting school.

23.1 Arrange and conduct site visits for general implementation assistance.

23.2 In conjunction with State Facilitators, establish a commitment related to future technical assistance and monitoring of adopters.

23.3 Interview (face-to-face or telephone) site participants or send out questionnaires to obtain information on attitudes, interests, activities, reaction to, or evaluation of the project.

23.4 Assist school districts in developing plans to institutionalize the improvements being achieved through project implementation.

23.5 Implement a plan for maintaining regular communication with representatives of adopting districts.

24. Extend Project Services. Extend project service capability through the selection, training, and management of certified trainers and/or satellite/demonstrator sites.

24.1 Develop procedures to identify and train certified trainers.

24.2 Develop procedures to evaluate certified trainers.

24.3 Establish adopter subnetworks.

24.4 Validate adopting districts that will serve as demonstration or satellite/demonstrator sites.

24.5 Establish demonstration or satellite/demonstrator sites.

24.6 Disseminate information to significant others regarding certified trainers, demonstration sites, or satellite/demonstrator sites.

25. Provide Reports. Provide reports consistent with the needs and requirements of the funding agencies supporting the diffusion effort.

25.1 Prepare reports consistent with the information needs and desired format of the Division of Educational Replication (United States Office of Education).

DEVELOPER/DEMONSTRATOR NEEDS ASSESSMENT SURVEY

Instructions: This survey lists a number of dissemination tasks associated with the successful functioning of Developer/Demonstrators in the National Diffusion Network. For each task, we would like you to indicate your project's capability by circling one number from 1 to 5. Use the following code in making your decisions:

LOW PERCEIVED CAPABILITY

↕

1 = At this time, our project is not functionally addressing this task.

2 = Although our project has begun to address issues in this area, substantial improvement efforts should be undertaken in order to deal more effectively with this task.

3 = At present, our project is putting resources into this area. However, in order to meet our expectations, improvements should be made in the quality or extent of our approach.

4 = Our project is functioning reasonably well in this area, but staff recognize the desirability of upgrading our approach to this task.

5 = Our project is fully functioning in this area. There is little need, if any, for improvement, since at present, project expectations are fully being met.

HIGH PERCEIVED CAPABILITY

PROJECT TITLE: ______________________________

REPRESENTATIVE COMPLETING FORM: ______________________________

DATE: ______________________ RSU: ______________

Dissemination Tasks:	Capability Low High	Comments:
1. *Develop Overall Diffusion Management Plan.* Develop, use, and evaluate an overall diffusion plan which includes objectives, budget planning, an activities timeline, staff assignments, and plans for identifying local and other funds and resources to extend diffusion project salaries, travel, and materials.	1 2 3 4 5	
2. *Develop Internal Management System.* Develop an internal management system to operate your project in an efficient and cost-effective manner.	1 2 3 4 5	
3. *Specify Diffusion Elements of the Project.* Specify the elements of the project to be disseminated, note the core components (criteria for minimum adoption), and, as necessary, revise various project components to enhance their replicability in adopter sites.	1 2 3 4 5	
4. *Identify Target Audiences.* Identify appropriate target audiences for your project.	1 2 3 4 5	
5. *Coordinate with Other Agencies.* Build effective working relationships with the State Education Agencies, other diffusion projects, and various communication networks, such as professional associations.	1 2 3 4 5	
6. *Specify Evaluation Guidelines for Adopters.* Develop documentation and impact evaluation guidelines for adopting school districts.	1 2 3 4 5	
7. *Develop Documentation of Evaluation Procedures.* Develop documentation and evaluation procedures for your own diffusion activities.	1 2 3 4 5	
8. *Develop Overall Awareness Plan.* Develop an overall awareness plan that devotes an appropriate level of resources to creating awareness of the project within selected target audiences.	1 2 3 4 5	
9. *Design/Develop Awareness Materials.* Design/develop awareness materials such as brochures, news releases, indepth descriptions, and audio-visual presentations.	1 2 3 4 5	
10. *Design/Develop Awareness Presentations.* Design/develop awareness presentations of varying duration suitable for use with specified target audiences.	1 2 3 4 5	

Dissemination Tasks (Continued):	Capability Low High	Comments:
11. *Redesign Existing Curricular and Management Materials*. Redesign existing curricular materials and develop project management materials for use by personnel in adopting school sites.	1 2 3 4 5	
12. *Organize Project Facilities for Demonstrator Purposes*. Rearrange your schedules, facilities, and staff to function as a demonstration site providing an optimal experience for visiting educators while minimally disrupting the student learning environment.	1 2 3 4 5	
13. *Plan Training Sessions*. Plan focused training sessions designed to meet the needs of participating school personnel.	1 2 3 4 5	
14. *Develop Working Relationships with State Facilitators*. Develop explicit working relationships with SFs in those states where awareness, training, and adoption activities are anticipated.	1 2 3 4 5	
15. *Conduct Awareness Activities*. Conduct awareness activities for a variety of audiences at the local and state levels. These activities to be directed toward developing an awareness of specific D/Ds, the NDN and SF, or all.	1 2 3 4 5	
16. *Develop Adopter Selection Criteria*. Develop both criteria and a process to select districts to receive training from among those expressing interest in the project.	1 2 3 4 5	
17. *Negotiate Involvement with Potential Adopters*. Negotiate your involvement with potential adopters and set mutual expectations. This includes confirming availability and suitability of needed facilities, resources, materials and staff at the adoption site.	1 2 3 4 5	
18. *Perform Organizational Diagnoses*. Perform organizational diagnoses of adopting school systems in order to identify key personnel and subgroups and eventually obtain their commitment.	1 2 3 4 5	
19. *Plan and Conduct Training*. Plan and conduct D/D training events for adopting school staff based upon their needs and capabilities.	1 2 3 4 5	

Dissemination Tasks (Continued):	Capability Low High	Comments:
20. *Develop Support Mechanisms with District.* Develop support mechanisms within the school to complement the new program.	1 2 3 4 5	
21. *Create an Implementation Plan.* Create an implementation plan for use by the local adopter which includes objectives, activities, staff assignments, budget control, and a timeline.	1 2 3 4 5	
22. *Implement Evaluation Design in Adopting District.* Implement an evaluation design directed toward verification of implementation and student impact assessment.	1 2 3 4 5	
23. *Monitor and Conduct Follow-Up.* Monitor site and conduct follow-up technical assistance to adopting school.	1 2 3 4 5	
24. *Extend Project Services.* Extend project service capability through the selection, training, and management of certified trainers and/or satellite/demonstrator sites.	1 2 3 4 5	
25. *Provide Reports.* Provide reports consistent with the needs and requirements of the funding agencies supporting the diffusion effort.	1 2 3 4 5	

DEVELOPER/DEMONSTRATOR NEEDS ASSESSMENT SURVEY

Instructions: This survey lists a number of dissemination tasks associated with the successful functioning of Developer/Demonstrators in the National Diffusion Network. For each task, we would like you to indicate your project's capability by circling one number from 1 to 5. Use the following code in making your decisions:

LOW PERCEIVED CAPABILITY

↕

HIGH PERCEIVED CAPABILITY

1 = At this time, our project is not functionally addressing this task.

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4 = Our project is functioning reasonably well in this area, but staff recognize the desirability of upgrading our approach to this task.

5 = Our project is fully functioning in this area. There is little need, if any, for improvement, since at present, project expectations are fully being met.

PROJECT TITLE: ______________________________

REPRESENTATIVE COMPLETING FORM: ______________________

DATE: ______________________ RSU: ______________

NDN TAB

DEVELOPER/DEMONSTRATOR NEEDS ASSESSMENT SURVEY

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PROJECT TITLE: ______________________________

REPRESENTATIVE COMPLETING FORM: ______________________________

DATE: ____________________ RSU: ____________

DIFFUSION TASK/SUBTASK:	Capability Low High	Comments:
9. *Design/Develop Awareness Materials.* Design/develop awareness materials such as brochures, news releases, in-depth descriptions, and audio-visual presentations.	1 2 3 4 5	
9.1 Obtain relevant resource material related to "packaging" your program (e.g., samples of existing brochures, resource manuals, etc.)	1 2 3 4 5	
9.2 Set goals and objectives for outreach materials in light of special target groups.	1 2 3 4 5	
9.3 Outline essential information to be included in various outreach materials to generate interest in your program, including content, illustrations, graphs, photographs.	1 2 3 4 5	
9.4 Prepare initial awareness letters, brochures, program abstracts, pamphlets, and newsletters for selected audiences including significant others in decision-making positions.	1 2 3 4 5	
9.5 Develop and update mailing lists.	1 2 3 4 5	
9.6 Design procedures/forms to respond to client requests for further (in-depth) information (e.g., mail, telephone or on-site follow-up to determine areas of need/interest/priorities).	1 2 3 4 5	
9.7 Prepare/obtain secondary awareness material such as pamphlets describing your project in depth for selecting school districts based upon interest/need/priorities.	1 2 3 4 5	
9.8 Prepare audio-visual materials/presentations for your project.	1 2 3 4 5	
10. *Design/Develop Awareness Presentations.* Design awareness presentations of varying duration suitable for use with specified target audiences.	1 2 3 4 5	
10.1 Set goals and objectives for various types of awareness presentations.	1 2 3 4 5	
10.2 Outline essential information to be included in various presentations including content, appropriate materials, etc. to explain your role and how to use your services.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
7. *Develop Documentation and Evaluation Procedures (Continued)*		
7.4 Develop procedures/instruments to gather nationwide information related to:		
--coverage and pattern of adoptions (number and geographical diversity of adoptions)	1 2 3 4 5	
--size of adoptions (number of schools, teachers, students affected, etc.)	1 2 3 4 5	
--quality of adoptions	1 2 3 4 5	
--fidelity (core elements implemented)	1 2 3 4 5	
--user satisfaction	1 2 3 4 5	
--student impact	1 2 3 4 5	
7.5 Specify procedures to determine the cost efficiency of your project.	1 2 3 4 5	
8. *Develop Overall Awareness Plan*. Develop an overall awareness plan that devotes an appropriate level of resources to creating awareness of the project within selected target audiences.	1 2 3 4 5	
8.1 Compare and contrast the alternative awareness strategies with regard to costs, advantages, disadvantages, etc.	1 2 3 4 5	
8.2 Determine for your project the strategies which may work best for different audience types (e.g., Title I Coordinators, State Administrators, Superintendents, Principals, Teachers).	1 2 3 4 5	
8.3 Outline a national awareness/publicity campaign for contacting, involving, and influencing key decision-makers which includes initial outreach activities and more intensive follow-up.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
6. *Specify Evaluation Guidelines for Adopters.* Develop documentation and impact evaluation guidelines for adopting school districts. Specify Adopter to Developer/Demonstrator reporting requirements.	1 2 3 4 5	
6.1 Specify types of data (consistent with DER/NDN evaluation guidelines) which LEAs will be called upon to gather. For example:		
--size of adoption (e.g., number of schools, classrooms, teachers, etc.)	1 2 3 4 5	
--fidelity of adoption (core elements of project implemented)	1 2 3 4 5	
--quality of adoption (specific classroom activities being conducted)	1 2 3 4 5	
--student impact data (e.g., test scores, perceptions of student attitude change)	1 2 3 4 5	
6.2 Develop prototype recordkeeping and documentation forms for LEA use.	1 2 3 4 5	
7. *Develop Documentation and Evaluation Procedures.* Develop documentation and evaluation procedures for your own diffusion activities.	1 2 3 4 5	
7.1 Prepare a project evaluation design consistent with DER/NDN evaluation guidelines related to Developer/Demonstrator projects.	1 2 3 4 5	
7.2 Develop project recordkeeping and documentation forms to keep track of diffusion activities (e.g., correspondence log, project visitation log, awareness and training logs).	1 2 3 4 5	
7.3 Specify type of information to be collected, develop instruments, and gather data to ensure timely feedback on:		
--the effectiveness of awareness activities/workshops and materials	1 2 3 4 5	
--the needs assessment/selection process	1 2 3 4 5	
--the short-term effectiveness of the training program as well as the adequacy of the training program as the foundation of a program adoption	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
3. *Specify Diffusion Elements of the Project (Continued)*		
3.7 Refine/revise various project components, if appropriate to enhance their replicability in adopter sites.	1 2 3 4 5	
4. *Identify Target Audiences*. Identify appropriate target audiences for your project.	1 2 3 4 5	
4.1 Determine type of school district personnel (e.g., classroom teacher, principal, superintendent, special needs teacher, department head), who will need information about your program in order to implement it.	1 2 3 4 5	
4.2 Identify types of individuals within a school district who should be involved in a decision to adopt your program.	1 2 3 4 5	
4.3 Identify basic audience groups, e.g., Title I, Early Childhood, Special Education, appropriate to your project.	1 2 3 4 5	
4.4 Identify and interview critical actors (e.g., SDE personnel such as Title IV-C coordinators, or vocational and career educational coordinators) who possess information and insight about the various audience groups.	1 2 3 4 5	
5. *Coordinate with Other Agencies*. Build effective working relationships with the State Education Agencies, other diffusion projects, and various communication networks, such as professional associations.	1 2 3 4 5	
5.1 Locate and access potential sources of support for dissemination/diffusion of your project (HEW offices, universities, labs, private consultants, funding agencies, resource/service centers, etc.).	1 2 3 4 5	
5.2 Establish areas of collaboration and communication with potential support groups and dissemination systems.	1 2 3 4 5	
5.3 Determine SEA and other resources which can be used to support adoption related activities within target states.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
2. *Develop Internal Management System (Continued)*		
2.5 Develop and implement a procedure for keeping abreast of educational developments and issues which will improve your functioning as a Developer/Demonstrator (attend appropriate workshops and meetings, read relevant journals, etc.).	1 2 3 4 5	
2.6 Implement a computerized management system to facilitate the accomplishment of a variety of tasks such as cost accounting, documentation of project activities, site monitoring and evaluation.	1 2 3 4 5	
2.7 Establish procedures for ensuring the continued cooperation of the LEA (or agency) where the project is currently housed.	1 2 3 4 5	
3. *Specify Diffusion Elements of the Project*. Specify the elements of the project to be disseminated, note the core components (criteria for minimum adoption), and, as necessary, revise various project components to enhance their replicability in adopter sites.	1 2 3 4 5	
3.1 Identify key instructional activities/procedures which are necessary for program replication (e.g., classroom arrangements, teaching techniques, classroom activities).	1 2 3 4 5	
3.2 Specify management/organizational arrangements which must be undertaken to ensure program replication.	1 2 3 4 5	
3.3 Identify key resources necessary to ensure replication (e.g., management and instructional staff, material and fiscal resources).	1 2 3 4 5	
3.4 Specify necessary community/school relationships which must be established to enhance replication.	1 2 3 4 5	
3.5 Indicate key staff development activities which must be undertaken to ensure replication.	1 2 3 4 5	
3.6 In operational terms, state the criteria for minimum adoption of the project.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
1. *Develop Overall Diffusion Management Plan*. Develop, use, and evaluate an overall diffusion plan which includes objectives, budget planning, an activities timeline, staff assignments, and plans for identifying local and other funds and resources to extend diffusion project salaries, travel, and materials.	1 2 3 4 5	
1.1 Gather sufficient information about the NDN: its history, development, the major actors involved and their functions, and terminology, to ensure compatibility of the project's overall diffusion plan with established procedures.	1 2 3 4 5	
1.2 Develop a general project approach to dissemination tasks (rationale, outreach strategies--spread/exchange/choice/implementation).	1 2 3 4 5	
1.3 Set priorities and proportionately allocate staff time and funds (analyze diffusion costs, relate resources to scope of work)	1 2 3 4 5	
1.4 Specify the sequence of activities and the procedures to be followed by an adopting district in moving from an initial expression of interest through training and subsequent implementation.	1 2 3 4 5	
2. *Develop Internal Management System*. Develop an internal management system to operate your project in an efficient and cost-effective manner.	1 2 3 4 5	
2.1 Develop and implement a process for selection and training of project personnel.	1 2 3 4 5	
2.2 Create a psychological support system for project staff (build in regular communication and sharing).	1 2 3 4 5	
2.3 Establish and work with an advisory council/committee.	1 2 3 4 5	
2.4 Develop and implement an accounting system which incorporates appropriate techniques for cash flow, sufficient documentation for state and federal audits, and procedures for using grant related income.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
24. *Extend Project Services (Continued)*		
24.5 Establish demonstration or satellite/demonstrator sites.	1 2 3 4 5	
24.6 Disseminate information to significant others regarding certified trainers, demonstration sites, or satellite/demonstrator sites.	1 2 3 4 5	
25. *Provide Reports*. Provide reports consistent with the needs and requirements of the funding agencies supporting the diffusion effort.	1 2 3 4 5	
25.1 Prepare reports consistent with the information needs and desired format of the Division of Educational Replication (U.S. Office of Education).	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
22. *Implement Evaluation Design in Adopting District (Continued)*		
22.2 Assist adopters in gathering student impact data.	1 2 3 4 5	
23. *Monitor and Conduct Follow-Up.* Monitor site and conduct follow-up technical assistance to adopting school.	1 2 3 4 5	
23.1 Arrange and conduct site visits for general implementation assistance.	1 2 3 4 5	
23.2 In conjunction with State Facilitators, establish a commitment related to future technical assistance and monitoring of adopters.	1 2 3 4 5	
23.3 Interview (face-to-face or telephone) site participants or send out questionnaires to obtain information on attitudes, interests, activities, reaction to or evaluation of the project.	1 2 3 4 5	
23.4 Assist school districts in developing plans to institutionalize the improvements being achieved through project implementation.	1 2 3 4 5	
23.5 Implement a plan for maintaining regular communication with representatives of adopting districts.	1 2 3 4 5	
24. *Extend Project Services.* Extend project service capability through the selection, training, and management of certified trainers and/or satellite/demonstrator sites.	1 2 3 4 5	
24.1 Develop procedures to identify and train certified trainers.	1 2 3 4 5	
24.2 Develop procedures to evaluate certified trainers.	1 2 3 4 5	
24.3 Establish adopter subnetworks.	1 2 3 4 5	
24.4 Validate adopting districts that will serve as demonstration or satellite/demonstrator sites.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
20. *Develop Support Mechanisms within District*. Develop support mechanisms within the school to complement the new program.	1 2 3 4 5	
20.1 Ensure that adopting districts plan appropriate orientation and/or training for staff, citizens, and students who will be affected by the program.	1 2 3 4 5	
20.2 Help adopting districts organize inservice training to complement the D/D program.	1 2 3 4 5	
21. *Create an Implementation Plan*. Create an implementation plan for use by the local adopter which includes objectives, activities, staff assignments, budget control, and a timeline.	1 2 3 4 5	
21.1 Help adopting districts to modify the program plan to meet local needs (adaptation).	1 2 3 4 5	
21.2 Help adopting districts set goals and objectives and develop work plans for implementation.	1 2 3 4 5	
21.3 Help adopting districts establish priorities for activities.	1 2 3 4 5	
21.4 Help adopting districts develop a timeline for implementation.	1 2 3 4 5	
21.5 Help adopting districts estimate realistic per-pupil costs of adopting an innovation.	1 2 3 4 5	
21.6 Assist adopting district personnel develop plans for disseminating information about the project within the district and in responding to requests for information.	1 2 3 4 5	
22. *Implement Evaluation Design in Adopting District*. Implement an evaluation design directed toward verification of implementation and student impact assessment.	1 2 3 4 5	
22.1 Negotiate with State Facilitator and adopter to implement a reasonable evaluation design to measure quality of implementation and student impact.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
17. *Negotiate Involvement with Potential Adopters*. Negotiate your involvement with potential adopters and set mutual expectations. This includes confirming availability and suitability of needed facilities, resources, materials and staff at the adoption site.	1 2 3 4 5	
17.1 Confirm with potential adopters the availability of facilities needed, resources, materials, and staff.	1 2 3 4 5	
17.2 Determine most cost-effective site for training (in consultation with State Facilitator).	1 2 3 4 5	
17.3 Develop a training/adoption agreement between LEAs, D/D, and Facilitator that addresses scheduling, cost, scope of responsibilities, including functions such as training, technical assistance, and evaluation.	1 2 3 4 5	
18. *Perform Organizational Diagnoses*. Perform organizational diagnoses of adopting school systems in order to identify key personnel and subgroups and eventually obtain their commitment.	1 2 3 4 5	
18.1 Learn the norms, rules, constraints and leaders of the adopting district (map the system).	1 2 3 4 5	
18.2 Identify dissemination/liaison personnel in adopting systems, and the key people who should be involved in training/adoption activities.	1 2 3 4 5	
18.3 Help potential adopters assemble a training team.	1 2 3 4 5	
19. *Plan and Conduct Training*. Plan and conduct D/D training events for adopting school staff based upon their needs and capabilities.	1 2 3 4 5	
19.1 Assess the training/support needs of the adopting district staff in terms of requisite skills and competencies.	1 2 3 4 5	
19.2 Modify the training program, where appropriate, to best meet the needs of the adopting district staff.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
15. *Conduct Awareness Activities.* Conduct awareness activities for a variety of audiences at the local and state levels. These activities to be directed toward developing an awareness of specific D/Ds, the NDN and State Facilitators, or both.	1 2 3 4 5	
15.1 Interface with State Facilitator to arrange for services related to awareness presentations and on-site visits.	1 2 3 4 5	
15.2 Interface with SFs in neighboring states and/or agencies within state to determine piggy-back possibilities for conducting awareness presentations.	1 2 3 4 5	
15.3 Distribute awareness material in a cost-effective manner.	1 2 3 4 5	
15.4 Conduct effective presentations.	1 2 3 4 5	
16. *Develop Adopter Selection Criteria.* Develop both criteria and a process to select districts to receive training from among those expressing interest in the project.	1 2 3 4 5	
16.1 Conduct needs assessment activities with interested LEAs to "screen out" window shoppers, i.e., determine a) exact program needs; b) philosophy/attitudes; c) history of community support; d) staffing arrangements; e) resources and facilities available; f) level of commitment.	1 2 3 4 5	
16.2 Secure a written commitment of interest to pursue training/adoption from the school district.	1 2 3 4 5	
16.3 In conjunction with the appropriate State Facilitator, select LEAs for training.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:		Capability Low High	Comments:
12.	*Organize Project Facilities for Demonstrator Purposes (Continued)*		
12.2	In cooperation with project staff, set up a visitor's schedule which will ensure minimal disruption of the student learning environment.	1 2 3 4 5	
12.3	Develop a procedure to handle visitor logistics including suggested flight and ground transportation arrangements, overnight accommodations, meals, pre-visit correspondence and materials, and follow-up.	1 2 3 4 5	
13.	*Plan Training Sessions.* Plan focused training sessions designed to meet the needs of participating school personnel.	1 2 3 4 5	
13.1	Establish broad goals of the training design consistent with knowledgeable competencies needed by an adopting district.	1 2 3 4 5	
13.2	Derive instructional or learner objectives from the broad goals.	1 2 3 4 5	
13.3	Assess the general needs of adopting district personnel in terms of both requisite skills and competencies and preferred modes of learning.	1 2 3 4 5	
13.4	Design learning activities, select or adapt instructional materials, and develop an instructional sequence that is adaptable to various adopter situations.	1 2 3 4 5	
14.	*Develop Working Relationships with State Facilitators.* Develop explicit working relationships with State Facilitators in those states where awareness, training, and adoption activities are anticipated.	1 2 3 4 5	
14.1	Implement a two-way communication system whereby information regarding adopter progress and general interest in the state are shared.	1 2 3 4 5	
14.2	Come to an agreement with State Facilitators as to appropriate roles and responsibilities for awareness, training, initial implementation, follow-up, and evaluation.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
10. *Design/Develop Awareness Presentations (Continued)*		
10.3 Design presentations for state and regional conferences, educational fairs, and individual district awareness sessions using a variety of presentation formats, such as lecture, panel, debate, films, videotapes, slide presentations, discussion, etc.).	1 2 3 4 5	
10.4 Design procedures to respond to client requests (during presentations) for further involvement.	1 2 3 4 5	
11. *Redesign Existing Curricular and Management Materials*. Redesign existing curricular materials and develop project management materials for use by personnel in adopting school sites.	1 2 3 4 5	
11.1 Evaluate project software such as instructional materials and teacher guides as to their suitability and utility to the instructional staff in adopting school districts.	1 2 3 4 5	
11.2 Revise, create, and supplement existing materials for use by instructional personnel in adopting school districts.	1 2 3 4 5	
11.3 Evaluate existing management materials such as schedules/timelines, evaluation guidelines, staff development programs, and budgeting methods as to their general utility to personnel in adopting school districts.	1 2 3 4 5	
11.4 Revise, create, and supplement management materials for diffusion purposes where appropriate.	1 2 3 4 5	
12. *Organize Project Facilities for Demonstrator Purposes*. Rearrange your schedules, facilities, and staff to function as a demonstration site providing an optimal experience for visiting educators while minimally disrupting the student learning environment.	1 2 3 4 5	
12.1 Design a model itinerary for teachers that optimizes their time in terms of understanding project evaluation, goals, instructional approaches, and cognitive and affective impact on students, as well as provides an opportunity for visitor to teacher interaction.	1 2 3 4 5	

STATE FACILITATOR NEEDS ASSESSMENT SURVEY

Instructions: This survey lists a number of dissemination tasks associated with the successful functioning of State Facilitators in the National Diffusion Network. For each task, we would like you to indicate your project's capability by circling one number from 1 to 5. Use the following code in making your decisions:

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HIGH PERCEIVED CAPABILITY

PROJECT TITLE: ______________________________

REPRESENTATIVE COMPLETING FORM: ______________________

DATE: ______________________ RSU: ____________

Dissemination Tasks:	Capability Low High	Comments:
1. *Develop Overall Diffusion Management Plan.* Develop, use, and evaluate an overall diffusion plan which includes objectives, budget planning, an activities timeline, staff assignments, and plans for identifying local and other funds and resources to extend diffusion project salaries, travel, and materials.	1 2 3 4 5	
2. *Develop Internal Management System.* Develop an internal management system to operate your project in an efficient and cost-effective manner.	1 2 3 4 5	
3. *Develop Knowledge of and Establish Relationships with D/Ds and Other JDRP Approved Projects.* Develop knowledge of and establish a working relationship with D/Ds as defined by two-way communication about LEA interest, agreement as to adoption procedures, cost distribution and general coordination.	1 2 3 4 5	
4. *Become a Resource Base.* Become a resource base where potential adopters can easily access NDN and other related material/information.	1 2 3 4 5	
5. *Identify Target Audiences.* Identify appropriate target audiences for your project.	1 2 3 4 5	
6. *Coordinate State Facilitator Efforts with Related Agencies.* Build effective working relationships with the State Education Agency, other diffusion projects, and various communication networks such as professional associations.	1 2 3 4 5	
7. *Specify Evaluation Guidelines for Adopters.* Develop documentation and impact evaluation guidelines for adopting school districts. Specify Adopter to Facilitator reporting requirements.	1 2 3 4 5	
8. *Develop Documentation and Evaluation Procedures.* Develop documentation and evaluation procedures for your own diffusion activities.	1 2 3 4 5	
9. *Develop Overall Awareness Plan.* Develop an overall plan that devotes an appropriate level of resources to creating awareness within selected target audiences of the SF operations, D/D projects and the NDN in general.	1 2 3 4 5	

Dissemination Tasks (Continued):	Capability Low High	Comments:
10. *Design/Develop Awareness Materials.* Design/develop awareness materials such as brochures, news releases, indepth descriptions, and audio-visual presentations.	1 2 3 4 5	
11. *Design/Develop Awareness Presentations.* Design/develop awareness presentations of varying duration suitable for use with specified target audiences.	1 2 3 4 5	
12. *Conduct Awareness Activities.* Conduct awareness activities for a variety of audiences at the local and state levels. These activities to be directed toward developing an awareness of specific D/Ds, the NDN, and SF or all.	1 2 3 4 5	
13. *Develop Adopter Selection Criteria/Procedures.* Develop both criteria and a process to select districts to receive training from among those expressing interest in the project.	1 2 3 4 5	
14. *Negotiate Involvement with Potential Adopters.* Negotiate your involvement with potential adopters and set mutual expectations. This includes confirming availability and suitability of needed facilities, resources, materials and staff at the adoption site.	1 2 3 4 5	
15. *Perform Organizational Diagnoses.* Perform organizational diagnoses of adopting school systems in order to identify key personnel and subgroups and eventually obtain their commitment to the adopter.	1 2 3 4 5	
16. *Plan and Coordinate Training.* Plan and coordinate D/D training events for adopting school staff based upon their needs and capabilities.	1 2 3 4 5	
17. *Develop Support Mechanisms within District.* Develop support mechanisms within the school to complement the new program.	1 2 3 4 5	
18. *Create an Implementation Plan.* Create an implementation plan for use by the local adopter which includes objectives, staff assignments, budget control, and a timeline.	1 2 3 4 5	

Dissemination Tasks (Continued):	Capability Low High	Comments:
19. *Implement Evaluation Design Related to Documenting Adoption*. Implement an evaluation design directed toward verification of implementation and student impact assessment.	1 2 3 4 5	
20. *Monitor and Conduct Follow-Up*. Monitor site and conduct follow-up technical assistance to adopting school.	1 2 3 4 5	
21. *Provide Reports*. Provide reports consistent with the needs and requirements of funding agencies supporting the diffusion effort.	1 2 3 4 5	

STATE FACILITATOR NEEDS ASSESSMENT SURVEY

Instructions: This survey lists a number of dissemination tasks associated with the successful functioning of State Facilitators in the National Diffusion Network. For each task, we would like you to indicate your project's capability by circling one number from 1 to 5. Use the following code in making your decisions:

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PROJECT TITLE: ______________________________

REPRESENTATIVE COMPLETING FORM: ______________________________

DATE: ____________________ RSU: ____________

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
1. *Develop Overall Diffusion Management Plan*. Develop, use, and evaluate an overall diffusion plan which includes objectives, budget planning, an activities timeline, staff assignments, and plans for identifying local and other funds and resources to extend diffusion project salaries, travel, and materials.	1 2 3 4 5	
1.1 Gather sufficient information about the NDN: its history, development, the major actors involved and their functions, and terminology, to ensure compatibility of the project's overall diffusion plan with established procedures.	1 2 3 4 5	
1.2 Develop a general project approach to dissemination tasks (rationale, outreach strategies--spread/exchange/choice/implementation).	1 2 3 4 5	
1.3 Set priorities and proportionately allocate staff time and funds (analyze diffusion costs, relate resources to scope of work).	1 2 3 4 5	
1.4 Specify the sequence of activities to be followed by an adopting district in moving from an expression of interest to training and subsequent implementation.	1 2 3 4 5	
2. *Develop Internal Management System*. Develop an internal management system to operate your project in an efficient and cost-effective manner.	1 2 3 4 5	
2.1 Develop and implement a process for selection and training of project personnel.	1 2 3 4 5	
2.2 Create a psychological support system for project staff (build in regular communication and sharing).	1 2 3 4 5	
2.3 Establish and work with an advisory council/committee.	1 2 3 4 5	
2.4 Develop and implement an accounting system which incorporates appropriate techniques for cash flow, sufficient documentation for state and federal audits, and procedures for using grant related income.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
2. *Develop Internal Management System (Continued)*		
2.5 Develop and implement a procedure for keeping abreast of educational developments and issues which will improve your functioning as a State Facilitator (attend appropriate workshops and meetings, read relevant journals, etc.).	1 2 3 4 5	
2.6 Implement a computerized management system to facilitate the accomplishment of a variety of tasks such as cost accounting, documentation of project activities, site monitoring, and evaluation.	1 2 3 4 5	
2.7 Establish procedures for ensuring the continued cooperation of the LEA (or agency) where the project is currently housed.	1 2 3 4 5	
3. *Develop Knowledge of and Establish Relationships with D/Ds and Other JDRP Approved Projects*. Develop knowledge of and establish a working relationship with Developer/Demonstrators as defined by two-way communication about LEA interest, agreement as to adoption procedures, cost distribution and general coordination.	1 2 3 4 5	
3.1 Obtain, analyze, and organize relevant materials that explain D/D and JDRP projects, organizations, and goals.	1 2 3 4 5	
3.2 Determine services offered to and procedures required of LEAs in relation to awareness, training, adoption, and evaluation (staff, facilities, materials, scheduling, costs, and inservice time).	1 2 3 4 5	
3.3 Establish working relationship with D/D staff and come to an agreement as to appropriate roles/responsibilities for awareness, training, implementation and follow-up activities.	1 2 3 4 5	
4. *Become a Resource Base*. Become a resource base where potential adopters can easily access NDN and other related material/information.	1 2 3 4 5	
4.1 Acquire NDN related brochures and materials prepared by OE or ED.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
4. *Become a Resource Base (Continued)*		
4.2 Catalogue/reference D/D and JDRP projects (and related resource materials) according to a variety of indicators for easy client access (e.g., content areas, target audiences, costs, etc.).	1 2 3 4 5	
4.3 Identify experts/specialists who can provide additional information, guidelines, and help to clients.	1 2 3 4 5	
4.4 Discover alternative funding sources that will help clients to install programs and become familiar with procedures for accessing these sources.	1 2 3 4 5	
4.5 Gather information as to federal/state statutes and guidelines which apply to programs (e.g., ESEA Title I, IV-C, and other application and regulation procedures).	1 2 3 4 5	
4.6 Acquire information about the JDRP process.	1 2 3 4 5	
4.7 Acquire information pertaining to existing information resources including data bases and clearinghouses (ERIC), private organizations and associations, and other dissemination networks.	1 2 3 4 5	
5. *Identify Target Audiences*. Identify appropriate target audiences for your project.	1 2 3 4 5	
5.1 Identify basic audience groups operating within state or region (e.g., Math, Early Childhood, Superintendents, Principals, Title I, Handicapped).	1 2 3 4 5	
5.2 Identify and interview critical actors (e.g., SDE personnel such as Title IV-C coordinators, or vocational and career education coordinators) who possess information and insight about the various audience groups.	1 2 3 4 5	
5.3 Obtain statewide/regional/local needs assessment information.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
5. *Identify Target Audiences (Continued)*		
5.4 Determine the general direction of the state educational system in terms of formal state priorities and informal programmatic trends.	1 2 3 4 5	
6. *Coordinate State Facilitator Efforts with Related Agencies*. Build effective working relationships with the State Education Agency, other diffusion projects, and various communication networks such as professional associations.	1 2 3 4 5	
6.1 Obtain information on rules, policies, and procedures at local, state and federal levels.	1 2 3 4 5	
6.2 Locate and access potential sources of support for dissemination/diffusion of your project (HEW offices, universities, labs, private consultants, funding agencies, resource/service centers, etc.).	1 2 3 4 5	
6.3 Establish areas of collaboration and communication with potential support groups and dissemination systems.	1 2 3 4 5	
6.4 Determine SEA and other resources which can be used to support SF operations.	1 2 3 4 5	
7. *Specify Evaluation Guidelines for Adopters*. Develop documentation and impact evaluation guidelines for adopting school districts. Specify Adopter to Facilitator reporting requirements.	1 2 3 4 5	
7.1 Specify types of data (consistent with DER/NDN evaluation guidelines) which LEAs will be called upon to gather. For example:		
--number and types of D/D projects adopted.	1 2 3 4 5	
--size of adoption (e.g., number of schools, classrooms, teachers, etc.)	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
7. *Specify Evaluation Guidelines for Adopters (Continued)*		
--fidelity of adoption (core elements of project implemented)	1 2 3 4 5	
--quality of adoption	1 2 3 4 5	
--student impact data (e.g., test score, perceptions of student attitude change).	1 2 3 4 5	
7.2 Develop prototype recordkeeping and documentation forms for LEA use.	1 2 3 4 5	
8. *Develop Documentation and Evaluation Procedures*. Develop documentation and evaluation procedures for your own diffusion activities.	1 2 3 4 5	
8.1 Prepare a project evaluation design consistent with DER/NDN evaluation guidelines related to SF projects.	1 2 3 4 5	
8.2 Develop project recordkeeping and documentation forms to keep track of diffusion activities (e.g., correspondence log, project visitation log, awareness and training logs).	1 2 3 4 5	
8.3 Specify type of information to be collected, develop instruments, and gather data to ensure timely feedback on:		
--the effectiveness of awareness activities/workshops and materials	1 2 3 4 5	
--the needs assessment/selection process	1 2 3 4 5	
--the short-term effectiveness of the training program as well as the adequacy of the training program as the foundation of a program adoption	1 2 3 4 5	
--product (brochures, newsletters, etc.) effectiveness	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
8. *Develop Documentation and Evaluation Procedures (Continued)*		
8.4 Develop procedures/instruments to gather project-wide adoption information related to:		
--coverage and pattern of adoptions (number and diversity of adoptions)	1 2 3 4 5	
--Size of adoptions (number of schools, teacher, students affected, etc.)	1 2 3 4 5	
--quality of adoption	1 2 3 4 5	
--fidelity (core elements implemented)	1 2 3 4 5	
--user satisfaction	1 2 3 4 5	
--student impact.	1 2 3 4 5	
8.5 Specify procedures to determine the cost-efficiency of your project.	1 2 3 4 5	
9. *Develop Overall Awareness Plan.* Develop an overall plan that devotes an appropriate level of resources to creating awareness within selected target audiences of the State Facilitator operations, Developer/Demonstrator projects and the NDN in general.	1 2 3 4 5	
9.1 Compare and contrast the alternative awareness strategies with regard to costs, advantages, disadvantages, etc.	1 2 3 4 5	
9.2 Determine for your project the strategies which may work best for different audience types (e.g., Title I Coordinators, State Administrators, Superintendents, Principals, Teachers).	1 2 3 4 5	
9.3 Outline a statewide awareness/publicity campaign for contacting, involving, and influencing key decision-makers which includes initial outreach activities and more intensive follow-up.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:		Capability Low High	Comments:
10.	*Design/Develop Awareness Materials.* Design/develop awareness materials such as brochures, news releases, indepth descriptions, and audio-visual presentations.	1 2 3 4 5	
10.1	Obtain relevant resource material related to "packaging" your program (e.g., samples of existing brochures, resource manuals, etc.).	1 2 3 4 5	
10.2	Set goals and objectives for outreach materials in light of special target groups.	1 2 3 4 5	
10.3	Outline essential information to be included in various outreach materials to generate interest in your program, including content, illustrations, graphs, photographs.	1 2 3 4 5	
10.4	Prepare initial awareness letters, brochures, program abstracts, pamphlets, and newsletters for selected audiences including significant others in decision-making positions.	1 2 3 4 5	
10.5	Develop and update mailing lists.	1 2 3 4 5	
10.6	Design procedures/forms to respond to client requests for further indepth information (e.g., mail, telephone or on-site follow-up to determine areas of need/interest/priorities).	1 2 3 4 5	
10.7	Prepare/obtain secondary awareness material such as pamphlets describing certain D/D projects in-depth for selected clients based upon interest/need priorities.	1 2 3 4 5	
10.8	Prepare audio-visual materials/presentations for your project.	1 2 3 4 5	
11.	*Design/Develop Awareness Presentations.* Design/develop awareness presentations of varying duration suitable for use with specified target audiences.	1 2 3 4 5	
11.1	Set goals and objectives for various types of awareness presentations based upon client needs/interest/priorities (as determined through formal or informal needs assessment).	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
11. *Design/Develop Awareness Presentations (Continued)*		
11.2 Outline essential information to be included in various presentations including content, appropriate materials, etc. to explain your role and how to use your services.	1 2 3 4 5	
11.3 Design presentations for state and regional conferences, educational fairs, and individual district awareness sessions using a variety of presentation formats, such as lecture, debate, films, videotapes, slide presentations, discussion, etc.	1 2 3 4 5	
11.4 Design procedures to respond to client requests (during presentations) for further involvement.	1 2 3 4 5	
12. *Conduct Awareness Activities.* Conduct awareness activities for a variety of audiences at the local and state levels. These activities to be directed toward developing an awareness of specific D/Ds, the NDN and State Facilitator, or all.	1 2 3 4 5	
12.1 Arrange with Developer/Demonstrator for services related to awareness presentations and on-site visits.	1 2 3 4 5	
12.2 Determine piggy-back possibilities for conducting awareness presentations with SFs in neighboring states and/or agencies within state.	1 2 3 4 5	
12.3 Develop necessary pre-conference and conference forms (expectation forms, registration forms, etc.), letters of invitation, etc.	1 2 3 4 5	
12.4 Coordinate local arrangements (e.g., hotel, etc.) for conducting awareness presentations.	1 2 3 4 5	
12.5 Prepare for and arrange on-site visits, e.g., SF to D/D; LEA to SF; SF to LEA, etc.	1 2 3 4 5	
12.6 Distribute awareness material in a cost-effective manner.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
12. *Conduct Awareness Activities (Continued)*		
12.7 Publicize new programs and services on a regular basis by using newsletters, brochures, etc.	1 2 3 4 5	
12.8 Conduct effective presentations.	1 2 3 4 5	
13. *Develop Adopter Selection Criteria/Procedures.* Develop both criteria and a process to select districts to receive training from among those expressing interest in the project.	1 2 3 4 5	
13.1 Conduct needs assessment activities with interested LEAs to "screen out" window shoppers, i.e., determine a) exact program needs; b) philosophy/attitudes; c) history of community support; d) staffing arrangements; e) resources and facilities available; f) level of commitment.	1 2 3 4 5	
13.2 Assist LEAs to develop and refine criteria for screening and selecting D/D projects suitable to their needs.	1 2 3 4 5	
13.3 Serve as a liaison between LEA and D/D, i.e., facilitate dialogue between LEA and D/D.	1 2 3 4 5	
13.4 In conjunction with appropriate Developer/Demonstrator, select LEAs for training and notify.	1 2 3 4 5	
14. *Negotiate Involvement with Potential Adopters.* Negotiate your involvement with potential adopters and set mutual expectations. This includes confirming availability and suitability of needed facilities, resources, materials and staff at the adoption site.	1 2 3 4 5	
14.1 Interface with D/D to determine availability to train, number of trainees, training requirements, etc.	1 2 3 4 5	
14.2 Determine feasibility of networking for training (i.e., bringing together a number of potential adopters of the Developer/Demonstrator project for a single training event).	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
14. *Negotiate Involvement with Potential Adopters (Continued)*		
14.3 Determine training site.	1 2 3 4 5	
14.4 Develop a training/adoption agreement between LEAs, D/D, and Facilitator that addresses scheduling, cost, scope of responsibilities, including functions such as training, technical assistance, and evaluation.	1 2 3 4 5	
15. *Perform Organizational Diagnoses.* Perform organizational diagnoses of adopting school systems in order to identify key personnel and subgroups and eventually obtain their commitment to the adopter.	1 2 3 4 5	
15.1 Learn the norms, rules, constraints and leaders of the client system (map the system).	1 2 3 4 5	
15.2 Assist adopting district in translating needs assessment/program selection information into general statement for communication to key school community personnel.	1 2 3 4 5	
15.3 Identify dissemination/liaison personnel in adopting systems, and the key people who should be involved in training/adoption activities.	1 2 3 4 5	
16. *Plan and Coordinate Training.* Plan and coordinate D/D training events for adopting school staff based upon their needs and capabilities.	1 2 3 4 5	
16.1 Provide logistical support to adopting districts and D/Ds to coordinate training activities, e.g., secure training facilities, coordinate schedules, assist LEA with travel expense, etc.	1 2 3 4 5	
16.2 Publicize D/D training to neighboring SFs for possible collaborative efforts.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
17. *Develop Support Mechanisms within District*. Develop support mechanisms within the school to complement the new program.	1 2 3 4 5	
17.1 Ensure that adopting districts plan appropriate orientation and/or training for staff, citizens, and students who will be affected by the Developer/Demonstrator project.	1 2 3 4 5	
17.2 Help adopting district organize inservice training to complement the D/D program.	1 2 3 4 5	
17.3 Assist decision-makers within adopting districts in finding financial resources to support the long-term implementation of the project.	1 2 3 4 5	
18. *Create an Implementation Plan*. Create an implementation plan for use by the local adopter which includes objectives, activities, staff asssignments, budget control, and a timeline.	1 2 3 4 5	
18.1 Develop a workbook or set of related forms for use by local districts in planning and managing the phased implementation of Developer/Demonstrator projects.	1 2 3 4 5	
18.2 Work with adopting districts to modify the program plan to meet local needs (adaptation).	1 2 3 4 5	
18.3 Help adopting districts set goals and objectives and develop work plans for implementation.	1 2 3 4 5	
18.4 Help adopting districts establish priorities for activities.	1 2 3 4 5	
18.5 Help adopting districts develop a timeline for implementation.	1 2 3 4 5	
18.6 Help adopting districts estimate realistic per pupil costs of adopting an innovation.	1 2 3 4 5	
18.7 Assist adopting districts in developing plans for disseminating information about the project within the district and in responding to requests for information.	1 2 3 4 5	

DISSEMINATION TASK/SUBTASK:	Capability Low High	Comments:
19. *Implement Evaluation Design Related to Documenting Adoption.* Implement an evaluation design directed toward verification of implementation and student impact assessment.	1 2 3 4 5	
19.1 Negotiate with D/D and adopter to implement a reasonable evaluation design to measure quality of implementation and student impact.	1 2 3 4 5	
19.2 Assist adopters in gathering student impact data.	1 2 3 4 5	
20. *Monitor and Conduct Follow-Up.* Monitor site and conduct follow-up technical assistance to adopting school.	1 2 3 4 5	
20.1 Arrange and conduct site visits to provide technical assistance where appropriate.	1 2 3 4 5	
20.2 Interview (face-to-face or telephone) site participants or send out questionnaires to obtain information on attitudes, interests, activities, reaction to or evaluation of the project.	1 2 3 4 5	
20.3 Assist school districts in developing plans to institutionalize the improvements being achieved through project implementation.	1 2 3 4 5	
20.4 Develop and implement an overall plan for maintaining regular communication with adopting districts.	1 2 3 4 5	
21. *Provide Reports.* Provide reports consistent with the needs and requirements of funding agencies supporting the diffusion effort.	1 2 3 4 5	
21.1 Prepare reports consistent with the information needs and desired format of the Division of Educational Replication (U.S. Office of Education).	1 2 3 4 5	
21.2 Prepare reports consistent with the information needs and desired format of the State Education Agency where appropriate.	1 2 3 4 5	